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Ontario, Education, Sept. 1.

# REPORT

OF THE

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# Minister of Education

Province of Ontario

FOR THE YEAR

1905

PART I. — II

(WITH THE STATISTICS OF 1904)

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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1906





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# GENERAL REPORT, 1905.

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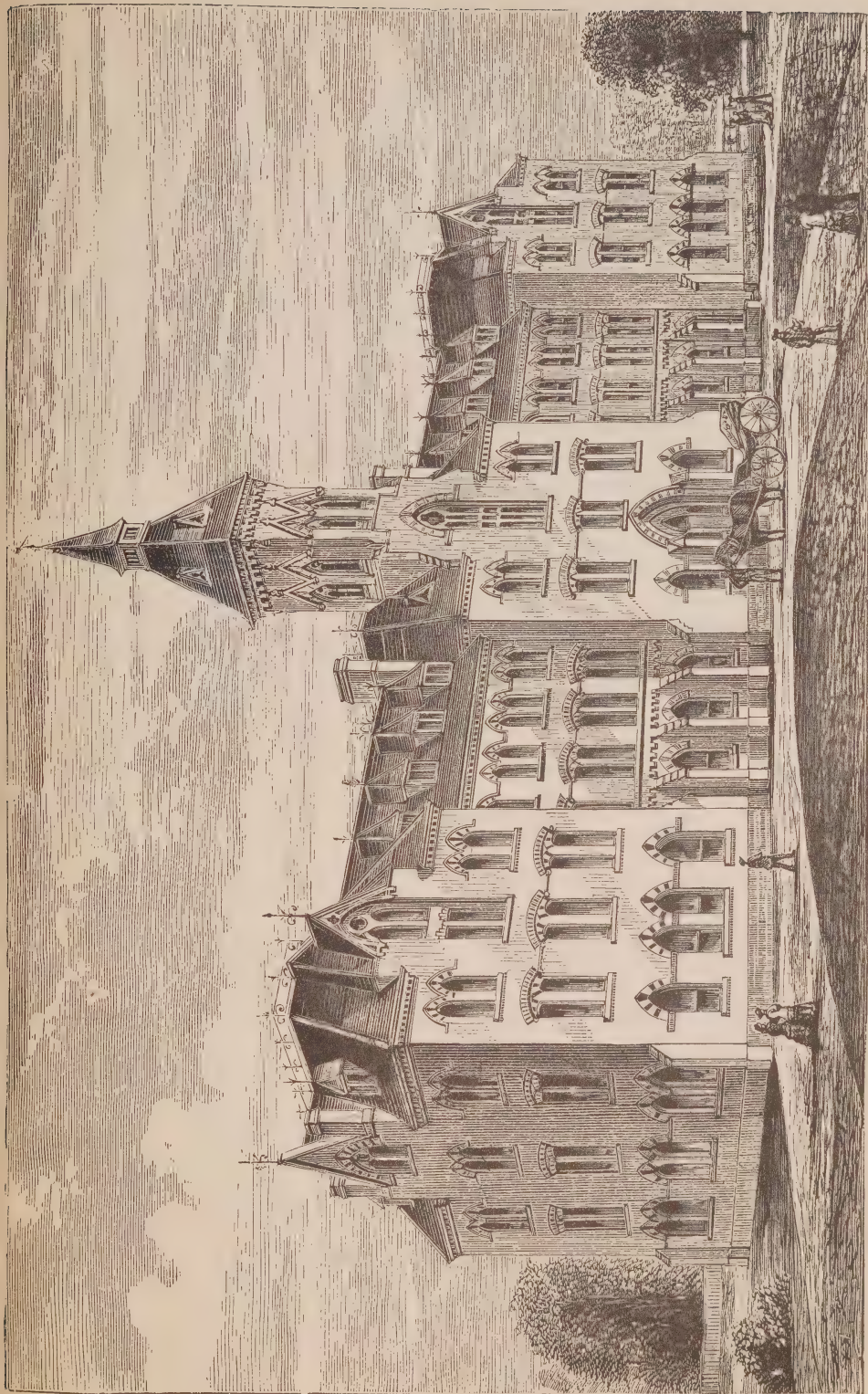




Public and Model School, Athens.







ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLEVILLE.







Institution for the Blind, Brantford.







Bowling Lawn, O. I. B., Brantford.







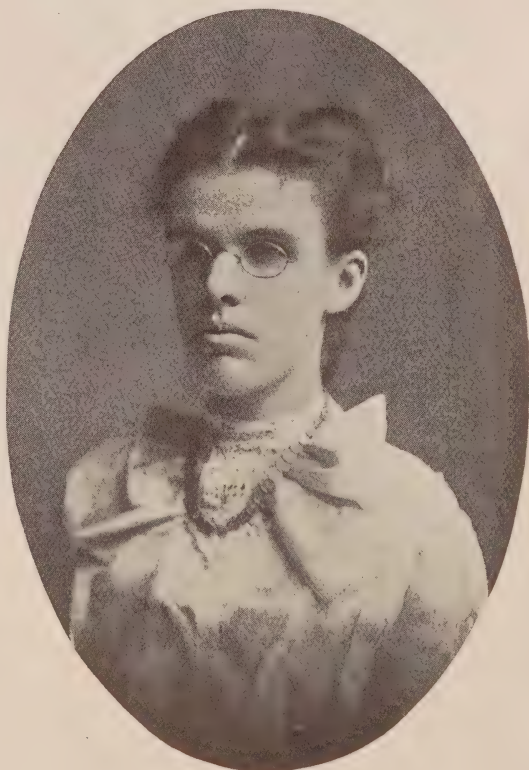
MAUD STABBACH, A.T.C.M.,  
Graduated at O.I.B., 1902.



ALMEDA HART, A.T.C.M.,  
Graduated at O.I.B., 1904.



MAUD YOUNG, A.T.C.M.,  
Graduated at O.I.B., 1903.



MARY WILLIAMS, A.T.C.M.,  
Graduated at O.I.B., 1905.







Geraniums, O.I.B., Brantford.

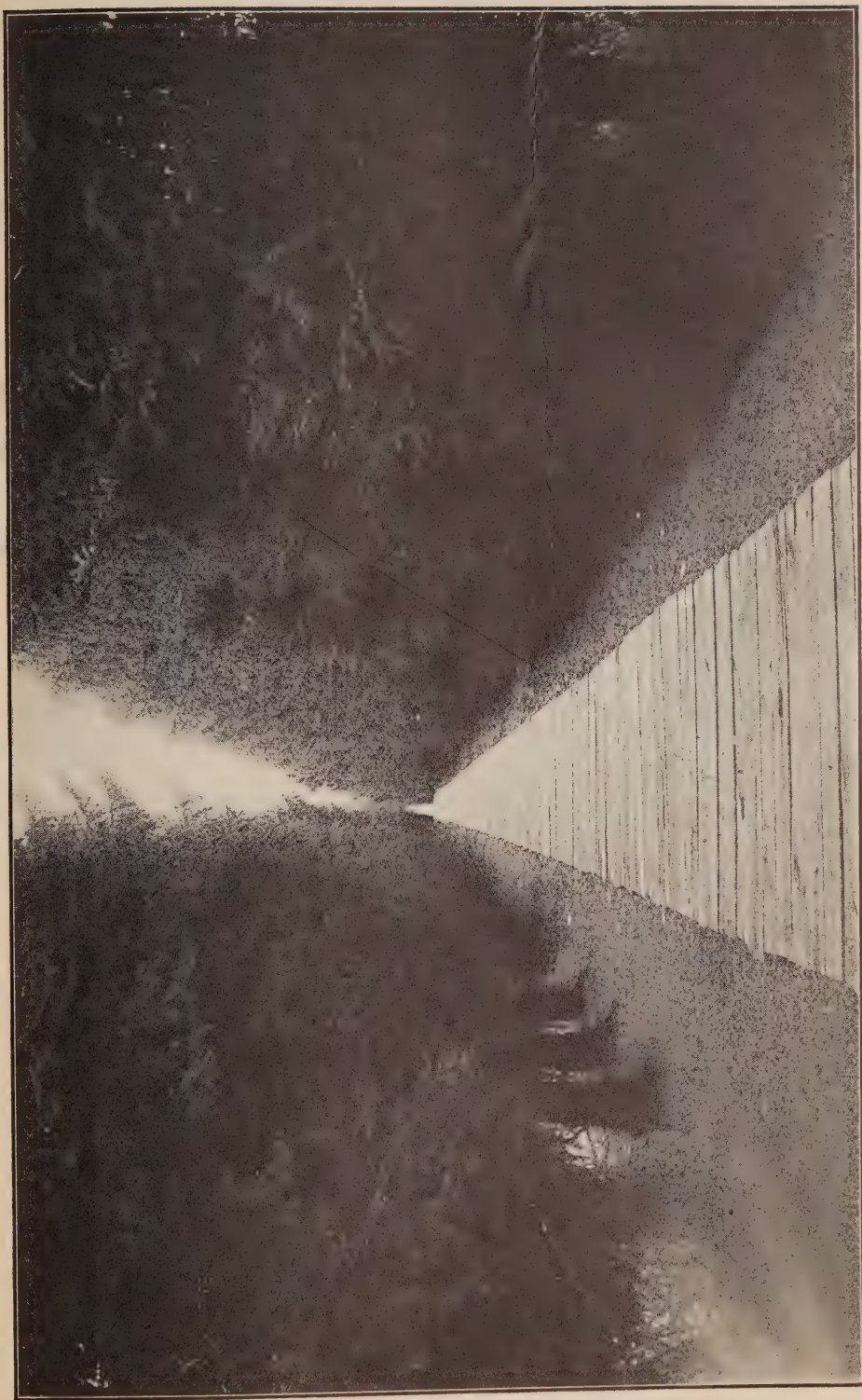






Class in Bead Work, with Blind Teacher, O.I.B., Brantford.





Centre Walk, Spruce Avenue, O.I.B., Brantford.



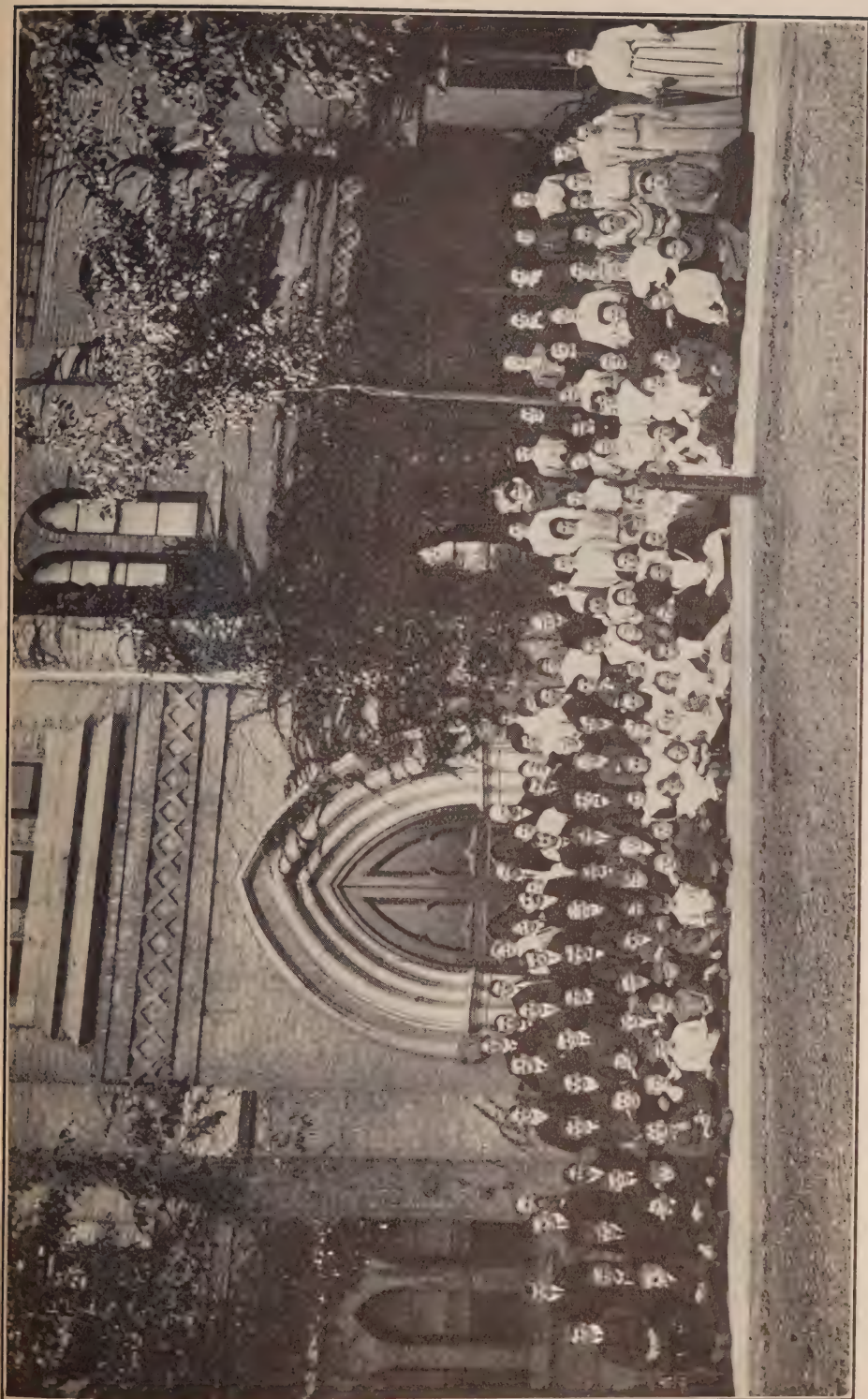




Teachers' and Officers' Room, O.I.B., Brantford.







! Teachers and Pupils, O. I. B., Brantford, 1905.





# REPORT

OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1905

### PART I

WITH THE STATISTICS OF 1904

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To the Honorable WM. MORTIMER CLARK, K.C.,  
*Lieutenant-Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOR:

I herewith present Part I. of the Report of the Education Department for the year 1905 with the statistics for the year 1904.

### SUMMARY OF STATISTICS.

#### 1. ELEMENTARY SCHOOLS.

##### *a. Public Schools.*

Number of Public Schools in 1904 .....	5,758
Increase for the year .....	24
Number of enrolled pupils of all ages in the Public Schools during the year .....	396,814
Decrease for the year .....	6,347
Average daily attendance of pupils .....	327,165
Decrease for the year .....	3,565
Percentage of average attendance to total attendance .....	57.25
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools:	
men, 1,957; women, 6,653; total .....	8,610
Decrease: men 105 increase, women, 155;	
total increase .....	50
Number of teachers who attended Normal School .....	4,564
Decrease for the year .....	231
Number of teachers with a University degree .....	86
Increase for the year .....	1
Average annual salary for male teachers .....	\$485
Increase for the year .....	\$20



Average annual salary of female teachers .....	\$335
Increase for the year .....	\$11
Amount expended for Public School houses (sites and buildings) .....	\$442,865
"        "        for teachers' salaries .....	\$3,246,574
"        "        for all other purposes .....	\$1,263,743
Total amount expended on Public Schools .....	\$4,953,182
Increase for the year .....	\$299,632
Cost per pupil, (enrolled attendance) .....	\$12.48
Increase for the year .....	\$.94

*b. Roman Catholic Separate Schools.*

Number of Roman Catholic Separate Schools in 1904 .....	419
Increase for the year .....	7
Number of enrolled pupils of all ages .....	47,807
Increase for the year .....	690
Average daily attendance of pupils .....	29,920
Increase for the year .....	382
Percentage of average attendance to total attendance .....	62.58
Number of teachers .....	944
Increase for the year .....	48
Amount expended for School houses (sites and buildings) .....	\$135,791
Amount expended for teachers' salaries .....	\$227,136
Amount expended for all other purposes .....	\$143,384
Total amount expended on R. C. Separate Schools .....	\$506,311
Increase for the year .....	\$81,992
Cost per pupil (enrolled attendance) .....	\$10.59
Increase for the year .....	\$1.58

*c. Protestant Separate Schools.*

Number of Protestant Separate Schools (included with Public Schools, a) in 1904 .....	5
Number of enrolled pupils .....	319
Increase for the year .....	5
Average daily attendance of pupils .....	192
Increase for the year .....	1

*d. Kindergartens.*

Number of Kindergartens in 1904 .....	129
Increase for the year .....	6
Number of pupils enrolled .....	12,021
Increase for the year .....	141
Average daily attendance of pupils .....	4,573
Decrease for the year .....	133
Number of teachers engaged .....	255
Increase for the year .....	5

*e. Night Schools.*

Number of Night Schools in 1904-5 .....	11
Increase for the year .....	1
Number of pupils enrolled .....	702
Increase for the year .....	1

Average daily attendance of pupils .....	273
Increase for the year .....	111
Number of teachers engaged .....	19
Increase for the year .....	2

## II. SECONDARY SCHOOLS.\*

*a. High Schools.*

Number of High Schools (including 42 Collegiate Institutes) in 1904 .....	138
Increase for the year .....	3
+Number of Teachers in High Schools .....	661
Increase for the year .....	42
Number of Pupils in High Schools .....	27,709
Increase for the year .....	1,987
†Average Annual Salary, Principals .....	\$1,246
Increase for the year .....	\$26
†Average Annual Salary, Assistants .....	\$894
Increase for the year .....	\$19
†Average Annual Salary .....	\$967
Increase for the year .....	\$17
†Highest Salary Paid .....	\$3,000
Amount expended for High School teachers' salaries .....	\$620,710
"    "    "    "    houses (sites and buildings) .....	\$50,512
Amount expended for all other High School purposes .....	\$205,865
Total amount expended on High Schools .....	\$877,087
Increase for the year .....	\$61,005
Cost per Pupil (enrolled attendance) .....	\$31.65
Decrease for the year .....	\$.07

*b. Continuation Classes.*

Number of Continuation Classes, 1904-5 (included in Public and Separate Schools, I, <i>a</i> and <i>b</i> ), practically doing High School work: Grade A, 78; Grade B, 39; Grade C, 138; Grade D, 227; total .....	482
Increase for the year, Grade A, 10; Grade C, 20; Grade D, 39 .....	
Decrease, Grade B, 6 .....	
Total increase for the year .....	63
Number of pupils in attendance .....	5,349
Increase for the year .....	751

## III. GENERAL.

## ELEMENTARY AND SECONDARY SCHOOLS.

Total population of the Province, 1904 .....	‡2,215,854
Pupils enrolled in Elementary and Secondary Schools .....	485,053
Decrease for the year .....	3,528

\*The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

†These statistics are based on Returns to the Department, dated January, 1905.

‡Estimated.

Average daily attendance .....	278,661
Decrease for the year .....	1,792
Percentage of total population enrolled .....	21.89
Average length of school term in days .....	200.31
Average number of days attended by each pupil enrolled .....	115.07
Average cost per pupil (enrolled attendance) in all schools:	
	1902      1903      1904
Sites and buildings .....	\$0 97      \$0 98      \$1 30
Teachers' salaries .....	7 63      7 94      8 44
All other expenses .....	2 80      3 14      3 32
For all purposes .....	\$11 40      \$12 06      \$13 06
Average cost per pupil (average attendance) in all schools:	
	1902      1903      1904
Sites and buildings .....	\$1 70      \$1 70      \$2 26
Teachers' salaries .....	13 34      13 84      14 69
All other expenses .....	4 89      5 47      5 79
For all purposes .....	\$19 93      \$21 01      \$22 74

## I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS).

These tables, 1, 2, 3 and 4, for the purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools, include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, (Appendix A), the Separate Schools are excluded.

### 1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is as follows:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867.....	5—16	447,726	.....	a380,511	b21,132	401,643	163,974	40.82
1872.....	5—16	495,756	.....	a433,664	b20,998	454,662	188,701	41.50
1877.....	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882.....	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887.....	5—21	611,212	1,569	491,242	401	493,212	245,152	49.71
1892.....	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897.....	5—21	590,055	1,385	481,120	272	482,777	273,544	56.66
1902.....	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58
1903.....	5—21	577,383	917	449,255	106	450,278	260,268	57.80
1904.....	5—21	576,537	790	443,729	102	444,621	257,085	57.82

a 5—16. b Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.



The decrease in the enrolled attendance in 1904 was partly offset by the increased attendance noticed in the R. C. Separate Schools, and in the High Schools and Collegiate Institutes. While there was a decrease of 6,347 in the Public Schools alone, the decrease in all the Schools was only 3,528.

As in former years, there was an increase in 1904 in the urban school attendance, consequently the decrease in the rural schools was greater than the total decrease shown in the preceding table. This decline of attendance in the rural schools is, no doubt, owing principally to the movement, now in progress for many years, of our farming population to North Western Canada and to the cities and towns of our own Province. The following table will illustrate this to a certain extent:

Year.	Attendance in Rural Schools.	Attendance in Urban Schools.
1903 .....	260,617 or 57.88% of total	189,661 or 42.12% of total
1904 .....	253,133 or 56.93% of total	191,488 or 43.07% of total

## 2.—Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872..	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877..	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	220,977	.....
1882..	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887..	192,361	100,533	108,098	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897..	181,375	91,330	99,632	89,314	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	215,343
1902..	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030	318,755	269,954	268,356	296,172	194,459
1903..	173,309	86,582	90,065	83,981	16,341	443,711	446,168	432,270	314,318	272,657	264,181	292,513	195,506
1904..	169,981	85,229	90,111	83,104	16,196	439,040	440,314	426,612	323,101	287,165	266,992	305,829	215,421

The following table classifies the pupils in the various Readers in 1904, as to rural and urban schools.

	First Reader Part I.	First Reader Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth or High School Reader.	Totals.
Rural Schools.....	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Urban Schools (cities, towns and incorporated villages).....	44,456	27,800	37,299	39,814	35,815	6,304	191,488

3.—Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867 .....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872 .....	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877 .....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882 .....	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887 .....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892 .....	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897 .....	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1902 .....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1903 .....	9,456	2,160	7,296	610	4,451	3,250	1,145	4,967
1904 .....	9,554	2,075	7,479	635	4,192	3,396	1,331	4,728

NOTE.—Kindergarten and Night School teachers are not included in above table.

The above table shows a steady decline of the percentage of men in the teaching profession since 1867, when they were in the majority, or were 58.26 per cent. of the whole number. In 1897 they had become reduced to 30.5 per cent. and in 1904 they formed only 21.72 per cent. of the whole.

Improvement is noticed in the increase of the number of teachers with First Class certificates. The decrease in the number of Second Class and the increase in the Third and other Class in 1904 were due partly to the lengthening of the Normal School term in 1903, and partly because many Second Class teachers secured better positions in the North West.

Eighty-six Public School-teachers held University degrees in Arts, an increase of one over the preceding year 1903.

The following table classifies the teachers and certificates as to rural and urban schools, in 1904.

	Public School Teachers,			Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class.
Rural Schools.....	5,974	1,469	4,505	152	1,944	3,107	771
Urban (cities, towns and incorporated villages)..	3,580	606	2,974	483	2,248	289	560

## Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties, etc.	Average salary, female teacher, counties, etc.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1867.....	1,350	346	226	261	189	532	243	464	240
1872.....	1,000	360	228	305	213	628	245	507	216
1877.....	1,100	398	264	379	251	735	307	583	269
1882.....	1,100	415	269	385	248	742	331	576	273
1887.....	1,450	425	292	398	271	832	382	619	289
1892.....	1,500	421	297	383	269	894	402	648	298
1897.....	1,500	391	294	347	254	892	425	621	306
1902.....	1,600	436	313	372	271	935	479	667	317
1903.....	1,600	465	324	387	283	951	491	678	327
1904.....	1,600	485	335	402	295	953	498	705	341

The average salaries for teachers in 1904 in incorporated villages, included in Counties etc. above, were \$564 for men and \$305 for women. In rural schools they were \$385 and \$294, and in all urban schools, \$756 and \$406 respectively.

The salaries were higher in both rural and urban schools in 1904 than in any previous year since 1867, although when the high cost of living of late years, as compared with that of twenty years ago, is considered, the salaries then were higher, so far as the purchasing power of the dollar is concerned, than those paid last year.

See pages 14 and 15 of this Report for salaries in the various Counties and Districts.

## 4.— Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal School grants and assessments.	Clergy Reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867.....	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872.....	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877.....	251,962	2,422,432	730,687	3,405,081	2,038,099	477,893	47,539	510,458	3,073,489	6 26
1882.....	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887.....	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892.....	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897.....	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,015,670	8 73
1902.....	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,758	86,723	1,107,552	4,825,160	10 62
1903.....	390,156	4,263,893	1,406,957	6,061,006	3,309,993	428,817	74,486	1,264,573	5,077,869	11 27
1904.....	405,362	4,464,227	1,600,982	6,470,571	3,473,710	578,656	87,997	1,319,130	5,459,493	12 27



An increase in the government and municipal grants and in the expenditure of the Public and Separate Schools is noticed above. The latter item in connection with the decreased attendance has increased the cost per pupil from \$11.27 in 1903 to \$12.27 in 1904.

Average cost per pupil (enrolled attendance.)

	1902.	1903.	1904.
Sites and buildings .....	\$ 95	\$ 95	\$ 1 30
Teachers' salaries .....	7 04	7 35	7 81
All other expenses .....	2 63	2 97	3 16

For all purposes ..... \$10 62 \$11 27 \$12 27

Average cost per pupil (average attendance.)

	1902.	1903.	1904.
Sites and buildings .....	\$ 1 65	\$ 1 65	\$ 2 25
Teachers' salaries .....	12 23	12 72	13 51
All other expenses .....	4 57	5 14	5 47

For all purposes ..... \$18 45 \$19 51 \$21 23

The cost per pupil (enrolled attendance) for 1904 in the Public Schools alone will be found on pages 24 and 25 of this report, and for the R.C. Separate Schools on pages 28 and 29.

## II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure— Teachers.				Number of pupils attending—Number in the various branches of instruction.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		\$	\$									
1867.....	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872.....	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877.....	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882.....	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887.....	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892.....	312	326,034	289,838	662	37,466	37,466	35,565	25,936	26,299	22,755	32,682	11,056
1897.....	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1902.....	391	485,503	435,441	870	45,964	45,964	45,964	45,964	29,788	27,409	41,952	14,687
1903.....	412	472,395	424,319	896	47,117	47,117	41,117	47,117	30,212	28,609	43,658	20,559
1904.....	419	559,635	506,311	944	47,807	47,807	47,807	47,807	32,483	31,382	43,866	23,716

## III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows:

No. 9 Cambridge, No. 6 Plantaganet North, No. 1 N. Tilbury, L'Original, and Penetanguishene.

They were attended by 319 pupils. The whole amount expended for their maintenance was \$3,918.77. One teacher held a First Class, four teachers held a Second Class, two a Third Class and one a Temporary Certificate.

#### IV.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:

##### 1. Receipts, Expenditure, Attendance, etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure.			
			\$	\$	\$	\$	\$	\$			\$
1867.....	103	159	15,605	54,562	139,579	94,820	*19,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	*31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	*51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	*19,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902.....	134	593	105,801	112,650	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1903.....	135	619	111,028	118,773	876,737	571,559	48,723	816,082	25,722	59.55	31 72
1904.....	138	661	116,758	120,799	960,867	620,710	50,512	877,087	27,709	60.38	31 65

\*Expenses for repairs, etc., included.

The above table shows an increase in the enrolled attendance of 1987 over 1903.

While the attendance at our Public Schools is decreasing that of our secondary schools is increasing year by year, showing that an increased percentage of our school population is taking advantage of those schools. About six per cent. of the total school attendance was enrolled in the Collegiate Institutes and High Schools in 1904. About 20 per cent. of those who reach the Fourth Reader in the Public and Separate schools extend their course to the Continuation Classes, High Schools and Collegiate Institutes.

Average cost per pupil (enrolled attendance) per year:

	1902.	1903.	1904.
Sites and buildings .....	\$1 81	\$1 89	\$1 82
Teachers' salaries .....	22 37	22 22	22 40
All other expenses .....	7 27	7 61	7 43

For all purposes ..... \$31 45    \$31 72    \$31 65

## Average cost per pupil (average attendance) per year :

	1902.	1903.	1904.
Sites and buildings .....	\$ 3 07	\$ 3 18	\$ 3 02
Teachers' salaries .....	37 93	37 31	37 10
All other purposes .....	12 34	12 78	12 30

For all purposes ..... \$53 34    \$53 27    \$52 42

## 2.—Classification of Pupils, etc.

Year.	English.					Mathematics.				Science.		
	English Grammar.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867 .....	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872 .....	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877 .....	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882 .....	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887 .....	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892 .....	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897 .....	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1902 .....	21,576	24,241	23,768	23,559	14,500	21,594	22,953	16,881	1,662	12,758	5,860	9,051
1903 .....	23,069	25,375	24,885	24,426	15,290	23,246	23,840	17,873	1,618	14,240	6,214	9,442
1904 .....	25,019	27,298	*27,070	27,709	18,493	25,249	25,143	20,519	1,759	17,837	9,038	11,463

\* English Literature.

## 2. Classification of Pupils, etc.—Continued.

Year.	Languages.				Drawing (Art).	Bookkeeping.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Number of schools charging fees.	Number of free schools.
	Latin.	Greek.	French.	German.							
1867 .....	5,171	802	2,164	.....	676	1,283	.....	.....	.....	67	36
1872 .....	3,860	900	2,828	341	2,176	3,127	486	300	213	28	76
1877 .....	4,955	871	3,091	442	2,755	3,621	555	328	564	35	69
1882 .....	4,591	815	5,363	962	3,441	5,642	881	646	751	37	67
1887 .....	5,409	997	6,180	1,350	14,295	14,064	1,141	882	791	58	54
1892 .....	9,006	1,070	10,398	2,796	16,980	16,700	1,111	1,006	398	77	51
1897 .....	16,873	1,421	13,761	5,169	12,252	11,647	1,368	1,153	409	87	43
1902 .....	18,884	631	13,595	3,280	10,721	11,334	1,573	743	705	82	52
1903 .....	18,831	602	14,522	3,229	11,619	12,264	1,805	844	684	81	54
1904 .....	19,409	637	16,039	3,274	11,596	13,334	1,834	811	739	82	56



The following table will be of interest regarding the occupation of parents of High School pupils, and will show the classes of our population receiving most advantages from those institutions.

Agricultural.....	8,516
Commercial .....	7,645
Mechanical .....	7,099
Professional .....	2,604
Other callings .....	1,845

The statistics in detail of the various Collegiate Institutes and High Schools in the Province will be found on pages 34 to 57 of this Report.

## V. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table shewing the Number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, etc., 1877-1904.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers in training.	No. that passed final examination.	No. of teachers.	No. of students admitted.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools and Kindergarten pupils.	Expenditure, Normal and Model Schools.
						\$ c.					\$ c.	\$ c.
1877.....	50	1,146	1,124	....	....	....	13	257	8	643	7,909 22	25,780 88
1882.....	46	882	837	....	....	....	16	260	15	799	13,783 50	44,888 02
1887.....	55	1,491	1,376	....	....	....	13	441	18	763	16,427 00	40,188 66
1892.....	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897.....	60	1,645	1,384	12	180	4,374 00	13	407	23	832	18,797 59	46,390 91
1902.....	54	1,171	1,138	15	132	2,405 00	16	619	31	958	20,735 00	56,672 98
1903.....	55	1,148	1,123	17	127	2,110 00	*25	586	36	1,067	19,866 00	61,678 08
1904.....	57	1,122	1,097	17	166	2,775 00	*25	304	36	982	20,212 00	64,999 19

\* Including those engaged in both a Normal and a Model School.

## 2. Entrance Examinations, 1877-1905.

	No. of candidates examined.	No. of candidates who passed.
1877 .....	7,383	3,836
1882 .....	9,607	4,371
1887 .....	16,248	9,364
1892 .....	16,409	8,427
1897 .....	16,384	10,502
1902 .....	18,087	13,300
1903 .....	19,058	13,003
1904 .....	19,774	14,632
1905 .....	20,295	13,431

## 3. Non professional Teachers and Matriculation Examinations, 1905.

	District Certificate.	Part II, Junior Teachers.	Junior Matriculation, including Scholarship.	Part I, Senior Teachers.	Part II, Senior Teachers.	Commercial Specialist.
No. candidates .....	280	2,773	2,195	685	433	12
No. who passed.....	124	1,482	*	405	275	7
No. of appeals.....	3	267	43	32	24	.....
No. sustained.....	.....	39	5	2	10	.....

NOTE—(a) The Part I. Junior Leaving examination was abolished in 1902.

(b) In Junior Matriculation column above, 127 scholarship candidates are included.

(c) The Commercial Diploma Part II. was abolished in 1904.

\*Owing to changes in matriculations the number who passed is not known.

## VI. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-eight years:

Year.	No. of Teachers' Institutes.		No. of Members.	No. of Teachers in the Province.	Receipts.				Expenditure.							
					Amount received from Government grants.		Amount received from municipal grants.		Amount received from members' fees.		Total amount received.	Amount paid for libraries.	Total amount paid.			
					\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1877 .....	42	1,181	6,468	1,412	50		100	00	299	75	2,769	44	.....		1,127	63
1882 .....	62	4,395	6,857	2,900	00		300	00	1,088	84	9,394	28	453	02	5,355	33
1887 .....	66	6,781	7,594	1,800	00		1,879	45	730	66	10,405	95	1,234	08	4,975	50
1892 .....	69	8,142	8,480	1,950	00		2,105	00	875	76	12,043	54	1,472	41	6,127	46
1897 .....	73	7,627	9,128	2,425	00		2,017	45	901	15	12,446	20	1,479	88	6,598	84
1902 .....	77	8,515	9,367	2,515	00		1,877	50	1,171	80	13,171	26	1,437	18	7,188	45
1903 .....	80	8,783	9,456	2,450	00		1,834	00	1,296	85	12,521	50	1,095	55	6,736	63
1904 .....	79	8,979	9,554	2,575	00		2,134	45	1,328	45	13,342	11	1,050	22	7,229	06

See pages 62 to 64 for details for 1904.

The Teachers' Institutes are doing excellent work, and at a trifling expenditure. In the United States it is not unusual for Teachers' Associations to be held for a week or longer. The work attempted is, however, somewhat like what is done in our County Model Schools.

## VII. PUBLIC LIBRARIES, ETC.

The following extract is from the Inspector's Report:

1. *Public Libraries.*

Abstract showing the Counties and Districts in which Public Libraries are established:—Addington (6), Algoma (13), Brant (7), Bruce (25), Carleton (10), Dufferin (10), Dundas (9), Durham (4), Elgin (11), Essex (9), Frontenac (7), Glengarry (3), Grenville (11), Grey (22), Haliburton (2), Haldimand (11), Halton (5), Hastings (9), Huron (18), Kent (12), Lambton (15), Lanark (13), Leeds (8), Lennox (2), Lincoln (9), Manitoulin Island (4), Middlesex (14), Muskoka (6), Nipissing (6), Norfolk (6), Northumberland (8), Ontario (12), Oxford (14), Parry Sound (12), Peel (14), Perth (8), Peterborough (5), Prescott (2), Prince Edward (2), Rainy River (2), Renfrew (9), Russell (2), Stormont (8), Simcoe (19), Victoria (12), Waterloo (14), Welland (9), Wellington (18), Wentworth (9), York (25).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1904:

Year.	Libraries reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
									\$ c.	\$ c.
1883 (April) . . . .	93	13,672	28	1,758	59	1,540	154,093	251,920	59,716 00	225,190 00
1888 " . . . .	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843 68	403,573 75
1893 " . . . .	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556 26	685,412 17
1898 " . . . .	347	111,208	2	79	200	5,834	789,082	2,358,140	188,783 21	870,167 54
1899 " . . . .	364	121,397	2	35	200	5,839	862,047	2,547,131	193,421 20	935,975 81
1899 (Dec.) . . . .	371	129,713	2	47	188	5,773	918,022	2,042,904	178,642 87	966,667 38
1900 " . . . .	389	147,208	2	35	186	5,971	989,050	2,534,711	210,635 49	1,024,300 14
1901 " . . . .	415	155,361	1	19	194	6,062	1,066,117	2,668,364	225,796 29	1,080,601 71
1902 . . . . .	446	172,792	..	..	191	6,044	1,140,392	2,738,590	246,315 29	1,151,877 04
1903 . . . . .	428	173,940	..	..	186	5,982	1,164,573	2,534,228	240,941 13	1,269,605 22
1904 . . . . .	397	179,485	..	..	180	5,956	1,153,778	2,507,233	219,760 77	1,394,462 51

397 Public Libraries (133 Free, 264 Not Free) reported for the year ending 31st December, 1904.

88 Public Libraries did not report for the year ending 31st December, 1904.

6 Libraries, which have not yet reported, were established in the year 1905.

For particulars see Inspector's Report, pages 131-153.

2. *Literary and Scientific Institutions, etc.*

For Literary and Scientific Institutions, and Historical Societies, see Inspector's Report, pages 153-161.



## GENERAL REMARKS.

## I.

As in previous years, a very large portion of this Report is devoted to statistics. These will no doubt be useful for many purposes, and when properly interpreted may serve as a general basis for administrative and executive action in certain directions. It should not be supposed, however, that educational progress can be wholly expressed in statistical tables. The spirit which pervades the schoolroom, the ideals which the schoolmaster seeks to hold before his pupils, the attitude of the community towards the work of the school, all elude the grasp of the statistician. Yet to know these things, and to endeavor to remove what is faulty, and to improve what is good, is one of the really important tasks of those concerned in the administration of educational affairs.

One of the most serious obstacles to effective educational progress and reform, is the apathy of the general public. This indifference, I may almost say neglect, is not peculiar to any one province or state. It seems to be almost universal. Here and there, some one more than usually gifted and forceful, catches the ear of the public, and enlists public interest, with a great resultant gain to education locally. The spasm soon passes, however, and the old languor returns. To arouse public interest, to direct it wisely, and above all to be able to sustain an intelligent and enthusiastic interest in our schools and all that pertains to them, requires strong leadership backed by firm and unwearying executive direction and assistance, and the harmonious and sustained co-operation of all those directly concerned in the management and control of our educational machinery. The public school inspector, the high school principal, our teachers, trustees and the press, can all contribute to the educational awakening which is necessary to progress. It is but a platitude to say that the stability of a state depends upon the intelligence and moral fibre of its people. Yet it seems necessary to repeat it, until parents become impressed with the obligation which that truth imposes upon them.

The development of any educational system is the work of years. Modifications require to be made from time to time to meet changing conditions and aspirations. The system which would fairly meet the requirements of pioneer life and primitive conditions must be adjusted to conform with the increasing complexity of social and industrial life. Thus increasing complexity rather than simplification of educational ordinances seems to accompany the progress of commercial, industrial and social specialization. A marked instance of this is to be seen in the case of Germany. An examination of the occupations of the German people reveals the most extensive variety and specialization to be found in any civilized state. Coincident with this multiplicity of pursuits are the provisions for the education of the people who are to engage in them. Nowhere else do we find so great a variety of special schools for the training of the people for their particular vocations. All this leads to complexity in the organization and administration of the educational machinery, and in no other state is the educational organism so complicated.

The changes above referred to, take place it is true, slowly, and the accompanying adjustments in the educational systems are never violent. It is further true, that if any nation is to lead, and not merely to follow, in industrial, intellectual and social progress, it must have men upon the watch towers who are skilful in discerning the trend and character of the advances to be made, and so be able to direct the youth of the land to prepare

themselves for the proximate future. Educational adjustments are, therefore, required not only to meet present conditions, but also those which the growing boy or girl must face on arriving at the age when formal school work is over, and the serious obligations of life are entered upon.

All educational systems must be largely indigenous. A system which works admirably and produces excellent results in one country, would probably be a failure if transplanted in another. Each country must face and solve its own educational problems. Yet many valuable suggestions may be obtained from those states in which the conditions do not vary greatly from our own. To appraise these and make the necessary modifications, is largely the work of the expert. In a subsequent portion of this report will be found a number of extracts from various educational reports, and these are commended to the consideration of those interested in the matters to which they refer.

During the past year, my attention has been directed to a number of changes which are considered desirable in our own provincial system. Many valuable suggestions have been made, all of which will be carefully considered. A number of matters, which have engaged the attention of my department during the year just closed are referred to under separate headings.

## II. THE PUBLIC SCHOOL CURRICULUM.

Reference was made in my last Report to the revised courses of study which went into operation in August, 1904. A year's experience is too limited to properly estimate the value of the changes introduced, or what modifications, if any, are desirable. It may be found that some teachers have been too enthusiastic in dealing with the newer phases of school work and have given these a prominence out of proportion to their importance in a well considered and balanced course, while other teachers may have been too conservative in this respect. The *via media* is generally the safer way and the one which leads most surely to the desired goal.

Discussions in the public press, in educational journals and reports and in the conventions and associations of teachers all point to a growing interest in the question as to what constitutes the best programme of studies for the Public Schools. To some extent there has been a feeling of unrest and dissatisfaction with the courses which have hitherto been prescribed for pupils of the elementary grades. This feeling has been manifested not only in our own Province but in many of the neighbouring States and on the Continent.

Several quite distinct causes have been assigned for this dissatisfaction. In the opinion of not a few people the public school courses are thought to be overloaded with subjects; that the amount of time spent on what are considered "essentials" is insufficient to secure the desired results. Those who give the above reason believe that all that our public schools should attempt is to train boys and girls to write neatly and legibly, to calculate rapidly and accurately, and to read with expression and intelligence. They would cut out all so-called "frills" and practically limit the course to the three R's. Many others, while in the main agreeing with those who would materially reduce the number of studies, are nevertheless anxious to secure a somewhat wider outlook, and would include other branches than those just mentioned. The problem seems still further from solution when the opinions of many educationists of the first rank are sought. Many of these hold that a study of child mind and nature reveals so many interests and aptitudes, that a very limited curriculum results in dwarfing the child's intellectual and emotional development, and that any course of study designed for the elementary



grades should have more rather than fewer centres of interest. In this connection it may not be inappropriate to quote at some length the opinion of Superintendent Maxwell, the head of the educational system in the City of New York. It may be interesting, further, to note that when a vote was recently taken in that city as to the abolition or retention of the "Fads and Frills," the parents by a large majority voted for their retention.

Superintendent Maxwell says:

"During the last quarter of a century a great movement for the reform of the elementary curriculum has been gathering strength. The most prominent characteristics of this movement would seem to have been the development of the imagination and the higher emotions through literature and art and music; the training of the body and the executive powers of the mind through physical training; and the introduction of the child to the sources of material wealth, through the direct study of nature and of processes of manufacture. At first the movement seems to have been founded on psychological bases. To-day the tendency is to seek a sociological foundation—to adjust the child to his environment of men and of nature.

"At various times during the past ten or fifteen years, and particularly during the last year, reactionary voices have been loudly raised against the New Education, and in favor of the old. Reactionary tendencies in education arise from three chief sources:

"1. The demagogic contentions of selfish politicians who see that it costs more money to teach the new subjects of the curriculum than the old, and that thus a large proportion of the public revenue is diverted from the field of political spoils. These are the men who have invented the term "Fads and frills" to designate art, manual training, music and nature study. It must be theirs to learn that it will require something more than a stupid alliteration to stem the tide of these irresistible forces that are making the modern school the faithful counterpart of the modern world and an adequate preparation for its activities. The saving common-sense of the common people, when deliberately appealed to, will always come to the rescue of the schools.

"2. The reactionary tendency is due in part to an extremely conservative element that still exists among the teaching force. For the most part, teachers who are still extremely conservative were themselves brought up chiefly on the dry husks of a formal curriculum. They find it difficult to learn and to teach the new subjects. They dislike to be bothered by the assistance of special teachers. Accustomed to mass work both in learning and in teaching, they regret the introduction into the schoolroom of arts which demand attention to individual pupils.

"3. The reactionary tendency has its roots even among the more progressive teachers in a vague feeling of disappointment and regret that manual training, correlation, and nature study have probably not accomplished all that their enthusiastic advocates promised ten to twenty years ago. Public education has become a much more difficult thing than it was half a century ago."

The following extracts are also worthy of careful perusal. They come from men who, like Superintendent Maxwell, have made a life-long study of elementary education.

Respecting the aims of the Public Schools, and the Curriculum that should be followed, Mr. A. B. Blodgett, Superintendent of Schools for Syracuse, N. Y., makes the following remarks:

"The best that the public schools can do for the young is to make children acquainted with books, and processes, teach them how to use and study books; and place in their hands the right tools for future needs. First



among these must always be counted strength, accuracy and facility in fundamentals, the studies of the grammar schools. This much is made mandatory through the compulsory attendance and the labor laws. At this point must enter the directing hand of the parent as to whether the child shall continue in school, or take up work; and just here there is danger that parents may make the mistake of forcing the wrong tools into the hands of their children. A boy who would excel in mechanics, may not care for books. The girl who loves literary work, should not be driven to study music or art; neither should the musician or artist be expected to make a successful teacher. There are many misfits along these lines, and each boy and girl should have a chance to use the tools which he or she can handle to the best advantage.

"For this reason the school curriculum should contain such features as will enable the pupils to discover their inclinations toward this or that avenue of endeavor, but the work should be kept within reasonable and conservative limits. We have such features in our course of study, but it is impossible in the limited time given to school life, to reach the degree of proficiency which many people through close application in one special line, year after year, thoughtlessly demand shall be the product of the public schools."

"I often think that the old objection that 'a boy should not be educated above his probable station in life' is as selfish and absurd as it is cruel and wicked. For why, if worldly position and wealth are denied to the many, should intellectual wealth be also denied? The poor man has at least nowadays opportunities to enjoy intellectual pleasures at museums, art and picture galleries, and free libraries, if he is trained to appreciate and understand them; so I hold that we ought so to educate and train our charges that they shall be able to indulge their leisure hours in such enjoyments and intellectual pursuits as are open to the so-called better classes. Thus then, in addition to a sound training in the mere tools of a rational existence—the three R's as they are popularly called—should be added instruction in music (vocal and instrumental), drawing and painting, some elementary science, some technical training in carpentering or other branch of trade, and some political economy."—*Vine*.

A second reason given for the dissatisfaction already referred to is not that the curricula are too broad, but that they are unsuitable in character for the present day complexities of social life. The teacher's aim is to utilize subjects for the general development and discipline of the mind, while the parent seems to require that the pupil should be trained in those branches which have a direct application to his future requirements in earning a livelihood. The cultural aim of the teacher, and the industrial or utilitarian aim of the parent, thus stand in somewhat sharp contrast. The resulting compromise does not appear to have been a happy or satisfactory one. Possibly a different compromise might result in securing a fair measure of harmony.

The suggestion that above the very junior grades of the public schools there might reasonably be a differentiation in the courses prescribed for urban and for rural schools is quite pertinent and worthy of serious consideration. It is a fact, that notwithstanding the movement citywards of a considerable percentage of rural boys and girls, the great mass of the rural population remains associated with country life. Should the education which prepares each of these classes for the duties peculiar to each, be wholly the same? This question is already occupying the serious consideration of thoughtful men and women whether they are teachers, sociologists or the plain public. Mr. Howard J. Rogers very forcibly and clearly presents, in the following

extract, some of the many difficulties which perplex those concerned in the administration of educational affairs.

"Almost every innovation or change of policy, in whatever country, has for its object the more thorough training of the youth for his future trade or occupation. The line of cleavage between the training of the many and the training of the few, or between industrial training and cultural training, is becoming more and more distinct, and what Belgium has long taken as the dictum of its own educational policy, may with equal correctness be applied to Europe in general.

"The history of education in the United States for the last century has shown it to be eminently practical, and peculiarly responsive to public demand. Its close relation and responsibility to the people preclude its taking any other form. It is not a thing apart from the public and for the benefit of a few as in the day of Egyptian priesthood, but rather is the instrument of the people in shaping the destiny of the country. Given then, the trend of the development of this country and there follows as its corollary the tendency of its education. The twentieth century will be the scene of a struggle for commercial and industrial supremacy. The United States has entered this world conflict with all its energy, and the successes it has already gained have startled its competitors. The kind of education, therefore, of value to these changed conditions, and best likely to train our citizens for their future work, will be the kind of education to which our schools will perforce adapt themselves. These modifications fall naturally into three divisions: education for commerce, education for trades and other industries, and education for agriculture. Our educational leaders must solve the problem of how to adapt sufficient training in these lines to meet the demands of the age, and not destroy at the same time the balance which has been maintained in our curriculums with the more clearly cultural subjects, the broad and liberal training in which has been the source of our past strength and present power. This must not be sacrificed in the adjustment which must inevitably come, for to do so would be to remove the corner stone of the edifice.

"I choose this term (Education for the Industries) because the term industrial training is invariably associated in the public mind with manual training, which is not all of what is meant. Education which trains for the work of the world, whether it be the arts, the trades, agriculture, mining, or commerce, is the subject which is engrossing more of public attention than any other in the educational field. The business and commercial world is asking in all seriousness if we cannot send out young men and women somewhat better fitted for business conditions. There is no question about the training of those who are to enter the professional and technical fields, but for the workers in the varied industries there is doubt. Social life in this country has grown from simple needs to the complexity of the highest modern civilization with all the entailed obligations. Our education has grown and expanded with it. When the applications of steam and electricity from 1830 to 1860 revolutionized the entire social structure, our education changed its form to meet the demands upon it. A revolution in industrial methods is going on to-day almost as marked, and our educational machinery must be remodeled sufficiently to meet it. Stripped of all verbiage our country is getting too large, and our needs too complex to train all children just alike. But the traditions and spirit of our country will not for a moment sanction the establishment, as in Europe, of two systems of instruction—one industrial and one cultural; one for working classes and one for governing classes. Our solution of the problem is forced to be a combination force; the same for all

children in earlier years, with all which that implies of hope and opportunity, containing enough manual training to benefit all, and an option in the higher years to afford the special training desired for the work of life. How to adjust our machinery to the demands and the conditions, the kind and the extent of schools to be instituted to meet the requirements are our greatest problem to-day."—Howard J. Rogers, (First Assistant State Superintendent of New York).

The following remarks from Mr. E. L. Kemp, M. A., and from Miss Wilhelmina Seegmiller, Director of Art Instruction in the Public Schools of Indianapolis, add little that is new to Mr. Rogers' clear presentation, but serve to show how general the discussion of this problem has become.

E. L. Kemp, A. M.

*Growth of Public Elementary Education.*

"It was characteristic of the social systems of the olden time to sacrifice the individual to the organization. The more ignorant and helpless the man was, the more completely he was suppressed and the more ruthlessly his claims to a man's rights were trampled upon. The tendency in the advanced civilizations of to-day is to sacrifice the organization for the individual, to use the machinery of government to lift up the man, increase his opportunities, and otherwise promote his interests. In nothing else has this tendency been so clearly manifest as in the general effort to put a good education within the reach of all, nearly or quite at the public expense. In nothing else did the civilization of the nineteenth century prove itself more beneficent, and the beneficence has already been justified by the results. The increased interest and participation of the masses of the people in the general life of the world, their increased productiveness, dignity, and comfort not only warrant what is now done, but also constitute a sufficient and urgent claim for broader and more generous effort in the future."

Miss Seegmiller.

"Since the congregation of the masses of people into great urban centres, children are deprived of sharing in the industrial occupations which on a time were necessary to the existence of the home.

"Spinning and weaving, felling trees, tending stock, chopping wood, carrying water, were occupations which tended to the development of sterling qualities.

"When the 'No admittance' signs are prominent above the portals of the great centres of industrial activity to-day, there is little opportunity for children to enter into a sympathetic understanding of the present industrial forces.

"When the home no longer provides opportunity for industrial occupations and the centres of industrial activity are practically closed, it behooves the school for social, educational, and industrial reasons, to make provision for bringing children into sympathy with the great industrial forces which move the world and to provide opportunity for a measure of creative work in the fashioning of materials into forms of use and beauty.

"The school recognizes the need, and educators who have at heart the highest development of the three royal H's, the Head, the Heart, and the Hand, are earnestly endeavoring to provide for it.

"Gathering together from widely scattered parts of the great continent we have varying experiences.



"Some base their creed upon race development, and from an historical study of the part industry has played in the upbuilding and maintaining of social life are furnishing stimulus for interest that children may re-live the experiences of the ages and the development in the manner of the race.

"East and west and north and south there are special schools provided with every possible equipment. To those who are unhampered by difficulties we look for help in the establishment of ideals.

"There is the problem of the great cities where work must of necessity be carried on under restrictions.

"Among problems of interest are these:

"(1) What types of industrial work and materials are suited to primary schools?

"(2) Is it best for girls to work with boys in the shops and for boys to cook?

"(3) What can be done in inter-relating manual work with art study, games, music, history, literature?

"(4) What is being done in gardening?

"(5) With what freedom can children work along constructive lines?

"(6) To what extent may manual work be used as seat occupation in grade schools?

"As manual work will demand much of our future educational endeavor these questions are of special import."

### III. THE PUBLIC SCHOOL TEACHER.

However perfect and efficiently administered an educational system may be, and however carefully a school curriculum may be designed, adequate results will not follow unless the teaching force is thoroughly efficient. One may go even further and say that the teacher can make and unmake any educational system, and can bend to successful service a curriculum that is admittedly inferior. It is unfair, however, to this large body of men and women to environ them by conditions which hinder them in any degree from accomplishing the best service of which they are capable. Assuming however that all the necessary mechanical adjustments have been made, how can an efficient corps of teachers be provided for any state? Primarily, I venture to think, by exalting the teacher's office, and consequently the teacher's social position and influence. It is not to be expected that desirable and capable men and women will be attracted to a vocation, in which at best there is much that is wearisome and exacting, unless there are strong compensating advantages. The obligation and opportunity to create these rest primarily and largely with parents. When it is remembered that these men and women must prepare themselves for their duties by a long course of scholastic and professional training, and are finally rewarded often by less than a common laborer's wage, and occupy a social position far below that to which their knowledge and the importance of their work merit, it is small wonder that the profession is being gradually depleted, and that little permanence is found.

So far as this Province is concerned, the present situation is not reassuring. The proportion of male teachers is rapidly decreasing, while the male recruits are so few that they may almost be disregarded. One public school inspector reports that he finds it increasingly difficult to get women teachers to take charge of rural schools, because of the isolation and other unfavorable conditions surrounding such positions. They will accept less remuneration in an urban school!

From nearly every county, complaint is made that the supply of qualified teachers is inadequate. Inspectors are struggling to keep their schools open, and to this end the number of applications for temporary certificates or "permits" has been steadily increasing. These must be given, often, to the merest tyros. What shall be done? Shall the standards of qualifications of our teachers be reduced? I do not believe such a proposal would meet the approval of the least progressive board of trustees in this Province. At most, such an expedient should only be a temporary one. The situation calls for vigorous and united action by parents, school officials and all concerned in school administration.

Reverting to the teacher's qualifications and the importance of his work, the following remarks of that eminent French statesman, M. Guizot, may be recalled. Although uttered many years ago (in introducing educational legislation) to the French Chamber of Deputies, they are prudent and weighty words, and true to-day as they were true then, and will be true as long as the necessity for school masters exists.

"All the provisions hitherto described would be of none effect if we took no pains to procure for the public school thus constituted an able master, and worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the master that makes the school. And, indeed, what a well-assorted union of qualities is required to constitute a good schoolmaster! A good schoolmaster ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in a humble sphere, and yet have a noble and elevated mind, that he may preserve that dignity of sentiment and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness, \* \* \* \* the obsequious servant of none—a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good, and who has made up his mind to live and die in the service of primary instruction, which to him is the service of God and his fellow-creatures. To rear masters approaching to such a model is a difficult task; yet we must succeed in it, *or else we have done nothing for elementary instruction.*"

In most continental countries the schoolmaster is more highly esteemed, his position more secure, and his future more assured than in either the United States or Canada. Some of these compensating advantages are referred to in a report prepared for the English Education Department, from which a short extract is given.

From Report of Alex. Morgan on the Training and Status of Primary and Secondary Teachers in Switzerland. (Dec., 1899).

"This report will have shown that while teachers in Switzerland receive moderate compensation, they enjoy many compensating advantages. A safe pension to a large extent relieves them from the gnawing anxiety regarding age and illness. They have comparative security of tenure, with the right of appeal to the central authority, and this, too, in one of the most democratic countries of the present day. Education is in Switzerland considered one of the chief duties of the State, and teachers are esteemed as public officials discharging an important function in the nation. Through their school chapters and school synods they have a voice in the school legislation of their country. Each chapter appoints a member of the School Committee of the



district, and the synod nominates two of the seven members of the Education Council of the canton, and thus the teachers have a share too in the administration of their country."

#### IV. PUBLIC SCHOOL INSPECTORS.

The duties of these officers bring them into intimate relation with the many agencies concerned in the successful operation of the school. Upon them rests a large measure of responsibility, not only in seeing that the school regulations are observed, but in guiding and inspiring the teaching force, and in creating and sustaining popular interest and sympathy in the work and aims of the schools.

In addressing by circular the Inspectors of New York State, Mr. C. R. Skinner, late State Superintendent, points out with admirable precision, the duties and opportunities of these important officers, and calls upon them to give more than perfunctory service, and to become real educational leaders.

Mr. Skinner says:—"The importance of the work you have to do cannot be too greatly emphasized. You are determining, influencing and passing upon standards of work, of systems and of conditions in all of the departments of the Public Schools throughout the State. The possibilities before you to help, aid and encourage to better conditions and to advance ideals are practically unlimited. It is therefore a work of the utmost responsibility, and you must spare no pains to keep yourself up to the times in all matters pertaining to it. You must devote what time you can to reading the best that there is bearing upon the work, and must miss no opportunity to converse with those who have had wide and successful experience and earned distinction because of their work as teachers. All connected with the Public Schools must be made to feel that you are there to help, not to criticise; to build up, not to tear down; to encourage, not to find fault. Criticism will be needed and must be given, but it should be of the right kind, and should be given in the right manner and spirit. It should always be constructive, not destructive."

None of the above remarks are made in a censorious spirit. The many difficulties which the Inspectors are called upon to meet, and the many limitations which hinder the best service are recognized. Here, as elsewhere, however, there must be strenuous endeavor, and a faith, hope and enthusiasm, which will prevent them from becoming weary in well doing.

It is a matter for serious consideration by county councillors whether the number of schools assigned to each Inspector should not be considerably reduced. A county inspector, who has the maximum number (120) permitted by the present statutes can give but little time, nor more than a day of each school year, in assisting, directing and overseeing the work of each school. For only one day out of over 200 in each school year is the teacher under the immediate directing supervision of the inspector. He must, indeed, be a forceful man if he can awaken enthusiasms, which will survive the other 199 days. Then, too, the frequent change of teachers is a constant source of discouragement and weakness. Against these and other difficulties, the inspector must certainly contend, and his reward should be commensurate with his endeavor and his ability.

#### V. THE RURAL SCHOOL PROBLEM.

In nearly every State of the Union to the south of us, and not less in Ontario than in many of these States, the "rural school problem" is engaging the serious attention of parents, teachers and legislatures.



Irregular and small attendance, insufficient equipment, inadequate inspection, the preponderance of the lowest grade of teachers, a curriculum not hitherto happily adjusted, and lack of provision for advanced instruction, all combine to make these schools as a class, far inferior to those in urban centres.

In rural schools only 50 per cent. of the enrolled pupils are in daily attendance; in town schools the percentage is 66, and in city schools 72 per cent. Thus it will be seen that in the first named schools there is a waste of nearly one-half of the educational energy.

A well settled Ontario township of average size will have from twelve to sixteen or eighteen school sections, each with its small school, its teacher and its school equipment. A neighboring village will have as large a school population with but half the number of teachers, and speaking generally, the work of the urban school is superior to that of the rural schools. Of course there are exceptions but these are few. In the township schools twelve to eighteen separate buildings are to be erected and maintained while in the village school there is usually but one. Here again there is relative waste.

In very few rural schools is work beyond the Entrance standard carried on, while nearly every village of any size has its continuation class or its High School. Is not the rural population entitled to as advanced instruction as the urban population? The urban boy or girl of brilliant promise, but whose parents may be in very humble circumstances, has at his door the opportunity for advancement, but to the rural boy or girl similarly placed, and with similar gifts, the path is barred. Of course urban life has been enriched by many a rural boy or girl whom no adverse circumstances could daunt, but what of those who are left behind? Those who believe that education is a benefit which should be diffused and not restricted, and who does not? can find no justification for the continuance of conditions which give to one class of the community benefits from which others are excluded.

Illinois, Ohio, Iowa, Pennsylvania, Massachusetts, and many other States are wrestling with this problem. They claim to have solved it, at least partially, by the "consolidation" of small weak rural schools into one strong central school. In many of the states named the plan is now past the experimental stage, and except in a very few instances there is no disposition to return to the old order of things. Owing to the necessity, under this plan, of conveying pupils to the central school, the cost is somewhat greater than under the present plan of retaining the local school; but if the people of this Province wish to advance they must be prepared to deal more generously with the schools.

At present in Ontario there is but one consolidated school—The Macdonald Consolidated Rural School near Guelph. The following report from the Principal of this school, Mr. J. W. Hotson, M. A., will give some idea of its working.

"It is one of the chief aims in the Macdonald Consolidated School at Guelph—and it should be of all rural education—to engender such an interest and love for country life that the boys and girls will not be lured away by the attractions of the city.

"I have great faith in the rural school, in its power to mould and build up a national character; but new educational methods must be used in order to secure the best results. In order to compete with our rivals in the world's markets—in order to equalize the advantages of country and city life,—in order to make our country life attractive enough to keep our bright boys and girls on the farm, and thus maintain an intelligent, prosperous, progressive, and contented rural people,—we must give immediate and effective attention

to the needs of the rural school. A consolidated school makes it possible to so modify the curriculum that the development of the child is the ultimate aim and not the cramming of the mind with mere facts.

"In the Consolidated School at Guelph, the New Regulations of the Department are followed quite closely, but the teachers put their own interpretation on them. They are reminded:

"First, that they are dealing solely with rural children;

"Second, that the majority of these children are going to spend their lives on the farm.

"Keeping these two facts in mind an effort is made to adapt the education to the special needs of the rural people.

"In this undertaking there has been quite a marked degree of success. The parents are becoming more and more interested in the work of the school and show their appreciation of the work done by frequent visits and kind words of encouragement to the teachers. In connection with the school there is quite a strong organization, called The Association of Parents and Teachers, the object of which is to bring into closer relation the home and the school so that the parents and teachers may intelligently co-operate in the education of the children.

"There have been many visitors at the Consolidated School the past year, and they invariably expressed themselves as being well pleased with it. Principal French, Director of Education in Lancaster, England, after his return from a visit to Canadian and American schools, says, 'I was particularly pleased to see the working of the Consolidated School at Guelph, Ontario, which I consider has solved problems at present troubling many of the educational authorities in England.'

"There are some advantages in connection with the Consolidated School at Guelph that have been quite marked.

"1. There are seldom any late pupils. The vans are always on time.

"2. The attendance is more regular. If there is one thing more than another that tends to discourage both teacher and pupils in rural schools, it is irregularity on the part of the pupils.

"3. The total attendance has increased. The accompanying table gives a comparison of the total attendance, average attendance, and percentage of attendance, during the first six months of 1904, before consolidation, and the first six months of 1905, under consolidation."

*Consolidated School, Guelph, 1905.*

Month.	No. on Roll.	Average	Percentage.
January .....	181	158.	87.84
February .....	176	152.65	86.73
March .....	177	159.65	90.19
April .....	164	148.77	90.71
May .....	195	178.29	91.43
June .....	192	174.87	91.07
Average percentage, 89.66.			

*The Same Schools before Consolidation, 1904.*

Month.	No. on Roll.	Average	Percentage.
January .....	113	66.85	59.1
February .....	99	64.11	64.7
March .....	113	72.55	64.2

Month.	No. on Roll.	Average.	Percentage.
April .....	141	101.8	72.1
May .....	146	105.27	72.
June .....	144	98.27	68.1
Average percentage, 66.8.			

Month.	Increase in Total Attendance.	Increase in Percentage.
January .....	68	60.1
February .....	77	77.7
March .....	64	54.8
April .....	23	16.3
May .....	49	33.5
June .....	48	33.3

Average increase in total attendance, 50 per cent.

## VI. SCHOOL ROOMS.

There has been much improvement in the school room accommodation in the Province of Ontario during the last ten or twelve years. Anyone acquainted with the conditions of country schools a quarter of a century ago will know how little provision was made for the comfort and health of the pupils. The old-fashioned box stove placed in the centre of the room has in many places given way to a furnace placed in the basement so as to heat the room with hot air, and thus save the children from constant disturbances in bringing in wood, and keeping up the necessary fire. It is to be hoped that at least in all the older parts of the Province improved systems of warming and ventilating school houses will soon become general. It is a common tendency when the air of the school room becomes hot to raise a window, and let in the cold air from the bottom. As a consequence there is a direct draft upon the backs and shoulders of pupils sitting near the window. In very many cases ill health in later life can be traced back to carelessness in the method of ventilating and warming school rooms.

The ventilation of the room from the bottom of the window is always dangerous to the health of pupils. Fresh air is very necessary. Foul air deteriorates the blood, and lowers the tone of the whole system. The fresh air should be introduced through the top of the window, and not through the bottom. If the window is not constructed so as to be lowered from the top, it should speedily be changed. Regarding this question of ventilation, Dr. W. T. Harris, Commissioner of Education for the U. S., remarks as follows:

"I have said that all of the windows, and not some of them, should be lowered from the top. It will not do to fix one window alone and suppose that is sufficient for the purpose of ventilating a whole school room. It will do something, but what it does will not be well done. For in order to affect the air of the whole room, it will be necessary to lower the window too much, and the consequence will be the creation of a too brisk current, the formation of a cataract of air, as it were, which will flow outward from the wall into the school room so far as to strike the pupils sitting nearest that window. All of the windows should be lowered, and no more than is necessary to produce the change of air in the whole room by the descent of a thin sheet of cold air down the windows and the wall to the floor.

"This method of ventilating the rooms is not a matter of mere theory, but has been tested by me during many years' practice. Any school room that has four windows to it may be ventilated by this process in a fairly serviceable way. But it is quite important that there should be ventilating



flues at the bottom of the room opening into a large ventilating flue surrounding the smoke stacks which carry off the heat of the furnace. There is a sort of sour school room air which the school visitor remembers vividly. This school room smell cannot be removed effectually except by ventilators at the bottom of the room. The ventilation by means of the tops of the windows that I have already described gives a fair supply of fresh air to all in the room, but it is not quite adequate to remove this school room smell here spoken of. The ventilating flue at the bottom of the room opening into the smokestack is supposed to draw the air out of the bottom of the room by the draft of the heated air ascending the smokestack. By the term 'smokestack' I refer to the iron pipes within the chimney through which the smoke and gases from the fuel escape up the chimney. A space left around this smokestack and open all the way to the top of the chimney furnishes the ventilating flue which is found to do the service in school houses. When the building is not heated by furnace and the volume of air in the ventilating flues is not heated, there will not be a draft sufficient to suck out the sour and fetid air from the bottom of the school room. An open fire place in some part of the school room will answer this purpose admirably if a small fire is kept up constantly, even in summer. A kerosene lamp of small size will do wonders by causing an ascending current of air which draws out the bad air at the bottom of the room.

"In case the room is heated by a stove, the stove should be a large one, so that the door may be left open after the coal is ignited. The draft which carries the steam and gases up the chimney also draws out the bad air from the lower part of the room. In case wood is used, and an open door occasions too rapid combustion of the fuel, some other plan must be adopted. The old Franklin stove or fireplace makes the best ventilator, though a poor heater. Its heating capacity may be increased sufficiently by lengthening the pipe and carrying it around the top of the room before connecting it with the chimney.

"I should have said above that when the outdoor temperature is 80°F., or above, the windows may be raised from the bottom a foot or so, and lowered from the top as much as possible.

"There are devices of oblique boards placed at the bottom of the window, or at the top of it, which are intended to deflect the current of air upward, and thereby prevent its injurious effects on the shoulders of the pupils. I do not doubt that these devices are of some use, but in my experience I have never known them to be so good as the plan of lowering the windows from the top simply—that is, one inch in cold weather, and a foot or more in mild weather, the reason, I suppose, to be this; that the oblique board serves to prevent the inflow of air when there is no breeze stirring outside the school room. For air, when still, refuses to climb over the oblique board, just as water, or any other fluid, refuses to climb over its bank. The oblique arrangement will only work when the wind blows towards the school room.

"Of all the methods of heating the school room by direct radiation, hot water pipes extending around the room connected with means of admitting fresh air under the pipes, is the best that I have seen. The steam coil is apt to overheat and injure the quality of the air, although this may be rendered unnecessary by a more liberal supply of coils. The stove and fireplace heat the school room unevenly, but they furnish a natural means of ventilation, while the steam coil or the hot water pipes demand some auxiliary process for ventilation, a process which is sometimes neglected, however. If ventilation is not provided for, the steam or hot water heating apparatus may prove quite injurious to the health of the pupils."

While the ventilation of the school rooms is a matter of great importance to the physical welfare of the pupils, there is another element in school equipment which should not be overlooked. I refer to the element of artistic beauty as expressed in suitable school decoration and in architectural design of the school buildings. These appeal to the love of beauty so strong in young children and are surely matters of importance in any community which aspires to liberal culture.

"There is great value," says President Eliot, "in the sense of beauty. The enjoyment of it is unselfish. During the last twenty years philanthropists and educators have made wonderful progress in implanting and developing the sense of beauty in the minds of the people. This is shown in the establishment of public parks, cultivation of flowers and shrubs, and in the erection of beautiful buildings."

"To go to school in a house well designed and well decorated gives a pleasure to the pupils, which is an important part of their training. To live in a pretty cottage surrounded by a pleasing garden is a great privilege for the country bred child. The boy who has been brought up in a New England farm house, overhung by stately elms, approached through an avenue of maples or limes, and having a dooryard hedged about with lilacs, will carry that fair picture in his mind through a long exile, and in his old age revisit it with delight. When a just and kindly rich man builds a handsome place for himself and family, his lavish expenditure does no harm to the community, but, on the contrary, provides it with a beautiful and appropriate object of sympathetic contemplation."

When so many beautiful and inexpensive representations of great poets, statesmen and of historical events can now be so easily procured, there is little excuse for bare walls with all their depressing ugliness.

## VII. TECHNICAL AND MANUAL INSTRUCTION.

These important phases of educational effort form the subject of a special report which will be found in Part II. It is a mistake to suppose that these are but modern fads. Hand training has formed part of the elementary school curricula of Germany, Austria, France, the Netherlands, Norway and Sweden, and of Great Britain for many years, while in Germany the provisions for technical instruction are at once the envy and despair not only of other nations of Continental Europe but also of America. In respect of both of these departments Canada has shown a singular want of progressiveness.

The introduction of manual instruction into the schools of Ontario, a few years ago, was due to the generosity and far-sightedness of Sir William Macdonald, who has manifested such deep interest in all that concerns the intellectual development of Canadians. Since then considerable progress has been made, and I am pleased to know that many school boards throughout Ontario are manifesting a desire to know more about this work, and that its introduction in several centres is being seriously considered.

There is some tendency to confuse technical instruction, which is special and directly applicable to the arts and industries, and manual instruction, which is a general subject and valuable for reasons which sustain other subjects in a school curriculum. There is much force in the advice of an American educationist to "Put the *whole* boy to school." The constructive and artistic aptitudes of children, as well as the intellectual and emotional natures, require education.

With the increase and specialization now taking place in our manufacturing industries comes the necessity for preparing our young men and women for positions in which special knowledge and skill are required. To-day the great industries of the world are relying more and more upon the applications of scientific knowledge. From the trade schools and the technical schools and universities of Germany were sent forth a body of young men and women who have created industrial Germany and made it a formidable competitor for the world's commercial supremacy.

It is gratifying to know that our Labor Councils, Boards of Trade, and Manufacturing Associations are alive to the importance of providing means to enable our own boys and girls to fit themselves to be the equals of skilled workers to be obtained anywhere. The days of the apprentice are passing and the school and school work shop must supply their place.

### VIII. CONTINUATION CLASSES.

These classes were called into existence several years ago in response to urgent representations that the ordinary public school courses were an insufficient preparation for the larger demands for intelligence, power and skill which industrial activity and competition were constantly making of labor.

The work which these classes are doing, is practically that of the lower divisions of the High Schools. As yet, there does not appear to be any differentiation in the courses of study relating directly to the life of the community in which the school exists. In this respect, they differ from many Continental Continuation Classes, whose programmes of study, while essentially liberal and cultural, yet contain the elements of some industrial or technical course relating to the predominating industry of the centre in which the school is situated. The suggestion made elsewhere, that considerable freedom might be allowed in adapting courses to local interests, would probably be found more applicable to this class of schools, than to the elementary schools.

For the academic year 1903-04, there were 419 of these schools. For 1904-05, there were 482, showing a substantial increase of 63. The number of Grade A Schools (the highest grade) was, in 1903-04, 68; in 1904-05, 78. In this grade, the work done is that of the lower and middle divisions of the High School Course. In all but name, many of them are High Schools.

Where these schools, as many of them do, confine their attention largely to the non-professional training of candidates for the teaching profession, there is some force in the suggestion to place them, for inspection purposes, under the jurisdiction of the High School Inspectors.

### IX. RURAL PUBLIC SCHOOL LIBRARIES.

The past year shows a gratifying increase in the number of rural schools establishing school libraries. At the end of the academic year in 1904, the number of these libraries was 773, upon which was expended the sum of \$8,195.70, of which the Legislature contributed \$3,656.41. At the end of the academic year in 1905, the number of libraries was 1,231, an increase of 458, or nearly 60 per cent. The amount expended in the same year was \$11,641.85, of which \$5,265.80 was contributed from Legislative grants. The details are given in Appendix D, page 69, of this Report.

In the County of Elgin, every rural school is now provided with a library, a result which reflects great credit upon the local Inspector, and the



intelligence and liberality of the school supporters. Among other counties in which substantial increases were made during the year are,—West Bruce, Dundas, Elgin, Frontenac, North Hastings, East Huron, East Kent, East Lambton, Lincoln, East Middlesex, Perth, Prescott and Russell, West Victoria, Wentworth, North York and Parry Sound.

In my last report a very full reference was made to the value of these libraries as subsidiary school aids, and I therefore now merely note the splendid achievement in this direction during the past year, and express the hope that each succeeding year will show at least equal advances, until we can boast a well assorted library in every school in the Province.

#### X. RURAL SCHOOL GARDENS.

In the *practice* of agriculture an eminent authority states that France now leads the world. "In the last twenty-five years she has doubled the products of her farms. She encourages the minutiae of nature knowledge." France has 28,000 rural and elementary schools, each with a school garden and a "master capable of imparting a knowledge of the first principles of agriculture or horticulture." In Austria, in 1890, there were 8,000 school gardens. An Austrian school law says: "School inspectors shall see to it that in country schools school gardens shall be established for agricultural instruction in all that relates to the soil, and the teacher shall make himself skilful in such instruction." In Sweden, in 2,016 schools, 22,000 school children yearly receive instruction in agriculture and horticulture. In the United States the movement is exciting great interest and many school boards have made provisions for carrying on this work.

In Ontario, an essentially agricultural province, there are but six regularly established and conducted school gardens! Five of these are in the County of Carleton, and one in connection with the Macdonald Consolidated Rural School near Guelph. Regarding the former, Inspector Cowley writes: "Our gardens have had a very successful year and the idea has taken root in several other sections. I think we must have had small gardens during the past year at nearly forty rural schools."

The slight progress hitherto made in this Province is probably due to three main causes: (1) Lack of specially qualified teachers; (2) lack of definite knowledge of the best methods of conducting such gardens; and (3) the disbelief in the ability of a school to give any instruction worth while in matters relating to agriculture or horticulture.

Regarding the last mentioned cause it may be noted that the same objection was repeatedly urged against the attempt to teach trades and industrial occupations in the schools. It was held that the actual workshop is the only place in which the apprentice could receive proper instruction. The last forty years have disproved this contention. Technical and trade schools are springing up everywhere throughout the United States and in Great Britain, as well as in many of the countries of continental Europe and also in Japan. Our own Agricultural College at Guelph, our most famous technical and industrial school, has effectively demonstrated its usefulness to the farm. The experience of France, already referred to, proves that under proper direction the resulting gain to agriculture was intimately associated with the instruction received in rural school gardens.

At the Macdonald Institute, Guelph, special courses are given which will enable teachers to qualify themselves to properly direct this work. We may therefore hope for a considerable increase in the number of school gardens in each succeeding year.

## XI. SCHOOLS FOR THE BLIND, AND DEAF AND DUMB.

At the beginning of 1905 the administration of the Institute for the Deaf and Dumb at Belleville, and of the Institute for the Blind at Brantford was transferred to my Department.

The annual reports of the Principals of these schools will be found elsewhere in this report, and will furnish to those interested full information concerning the year's work.

The problem of finding occupations suited to the very limited powers of those who are so heavily handicapped, will always be a difficult one. Even when such are found, and expert instructors engaged, it frequently happens, to the great discouragement of those who have so laboriously learned their trades or occupations, that their fields of labor are already occupied by those upon whom nature has not laid so great physical disabilities. Modern industry seems to know no sentiment of pity, and to exhibit no concern except where the annual dividend is liable to be affected. These schools could have no better friends than sympathetic employers of labor, whether corporations or individuals, who, having positions which the graduates of these schools could fill, would reserve one or more to be open to the competition of these classes of deserving students.

## XII. UNIVERSITY REPORT, COMMISSION, ETC.

The annual statement of the President of the University of Toronto will be found in a subsequent part of this Report. The scope of university effort is yearly widening. The marked expansion in recent years of the Provincial University is a source of gratification to all its friends, and an increasing obligation upon the resources of the Province. This obligation was generously acknowledged by the Legislature at its last session by making large grants for university purposes.

Further interest has also been manifested in its welfare by the appointment of a commission to enquire into and report upon the best method of governing and administering its affairs. It is to be hoped that as a result of the commissioners' labors, a harmonious adjustment of all interests and powers will be secured, so that this great institution may render greater and more effective service to the Province, to the welfare of which it can so largely contribute.

## XIII. EDUCATIONAL PROGRESS AND EDUCATIONAL GOALS.

It has been the custom to give in previous reports opinions showing the trend of educational thought. Last year several of the resolutions of the Dominion Educational Association at Winnipeg were published. The National Educational Association of the United States is one of the largest organizations of teachers and inspectors in the world. Its resolutions are always valuable. Several of its declarations made at the recent meeting of that body in 1905, are of interest to Ontario. They are as follows:

"The National Educational Association notes with approval that the qualifications demanded of teachers in the public schools, and especially in city public schools, are increasing annually, and particularly that in many localities special preparation is demanded of teachers. The idea that anyone with a fair education can teach school is gradually giving way to the correct notion that teachers must make special preparation for the vocation of teaching. The higher standard demanded of teachers must lead logically to

higher salaries for teachers, and constant efforts should be made by all persons interested in education to secure for teachers adequate compensation for their work.

"The rapid establishment of township or rural high schools is one of the most gratifying evidences of the progress of education. We believe that this movement should be encouraged until the children of rural communities enjoy the benefits of public education to an extent approximating as nearly as practicable the education furnished in urban communities.

"The association heartily approves of the efforts now being made to determine the proper place of industrial education in the public schools. We believe that the time is rapidly approaching when industrial education should be introduced into all schools and should be made to harmonize with the occupations of the community. These courses when introduced should include instruction in agriculture as well as manual training, etc. Wherever the conditions justify their establishment, schools that show the application of the branches of knowledge to practical life, should be established.

"The N. E. A. regrets the revival, in some quarters, of the idea that the common school is a place for teaching nothing but reading, spelling, writing, and ciphering, and takes this occasion to declare that the ultimate object of popular education is to teach the children how to live righteously, healthily, and happily, and that to accomplish this object it is essential that every school inculcate the love of truth, justice, purity, and beauty through the study of biography, history, ethics, natural history, music, drawing and manual arts.

"The National Educational Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There is in the minds of the children and youth of to-day a tendency towards a disregard for constituted authority, a lack of respect for age and superior wisdom; a weak appreciation of the demands of duty; a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earnest thought and action of our leaders of opinion, and places important obligations upon school authorities.

"The National Educational Association observes with great satisfaction the tendency of cities and towns to replace large school committees or boards which have exercised through sub-committees executive functions, by small boards which determine general policies, but entrust all executive functions to salaried experts.

"Local taxation supplemented by state taxation, presents the best means for the support of the public schools, and for securing that deep interest in them which is necessary to their greatest efficiency. State aid should be granted only as supplementary to local taxation, and not as a substitute for it."

#### XIV. CONCLUSION.

In the preceding pages I have given a rapid summary of the principal matters which have engaged the attention of my Department during the past year. I regret that the general tone of my Report is not more optimistic. In many directions serious and important work is to be done. To the successful accomplishment of this I will give my best effort, which will, I feel assured, receive sympathetic and careful consideration from the people at large, as well as from the Legislature.



I cannot close this Report without reference to the loss which my Department and the cause of education in Ontario sustained in the death of the late Deputy Minister,—Mr. John Millar. During the fifteen years of zealous and prudent service which he rendered to the people of this Province, he always exhibited courtesy and patience in dealing with the public and sustained enthusiasm in the performance of his duties.

R. A. PYNE,  
Minister of Education.

EDUCATION DEPARTMENT, TORONTO, January, 1906.

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# APPENDICES.

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## APPENDIX A.—STATISTICAL TABLES.

## THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties, (including incorporated villages but not cities or towns) etc.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attend- ing school.	Boys.	Girls.	Average daily at- tendance of pupils.	Percentage of av- erage to total attendance.
1 Brant .....	3,640	6	2,951	2	2,959	1,580	1,379	1,638	55
2 Bruce .....	12,985	13	10,068	5	10,086	5,275	4,811	5,450	54
3 Carleton .....	9,161	15	6,494	3	6,512	3,460	3,052	3,235	50
4 Dufferin .....	*4,971	11	4,271	7	4,289	2,252	2,037	1,902	44
5 Dundas .....	5,121	35	4,120	....	4,155	2,113	2,042	2,270	55
6 Durham .....	*5,106	13	4,241	1	4,255	2,154	2,101	2,292	54
7 Elgin .....	7,098	20	5,541	1	5,562	2,872	2,690	3,120	56
8 Essex .....	10,248	11	6,183	....	6,194	3,159	3,035	3,068	49
9 Frontenac .....	6,852	44	5,396	....	5,440	2,829	2,611	2,336	43
10 Glengarry .....	4,545	11	3,763	....	3,774	1,950	1,824	1,756	46
11 Grey .....	15,266	52	12,402	5	12,459	6,383	6,076	5,679	46
12 Haldimand .....	4,805	6	3,586	2	3,594	1,875	1,719	2,208	61
13 Haliburton, S. Nipis- sing, N.E. Muskoka and E. Parry Sound	4,962	45	4,093	....	4,138	2,126	2,012	1,683	41
14 Halton .....	4,198	....	3,158	....	3,158	1,633	1,525	1,683	53
15 Hastings .....	11,602	25	8,422	....	8,447	4,304	4,143	4,368	52
16 Huron .....	13,777	6	9,593	....	9,599	4,997	4,602	5,628	59
17 Kent .....	9,459	20	7,752	1	7,773	4,046	3,727	3,935	51
18 Lambton .....	10,747	12	8,629	2	8,643	4,499	4,144	4,910	57
19 Lanark .....	5,584	11	4,120	3	4,134	2,088	2,046	2,304	56
20 Leeds and Grenville.	10,502	42	8,540	5	8,587	4,399	4,188	4,575	53
21 Lennox & Addington	4,674	25	3,980	1	4,006	2,069	1,937	2,134	53
22 Lincoln .....	*4,418	17	3,529	....	3,546	1,858	1,688	1,878	53
23 Middlesex .....	10,880	5	8,512	1	8,518	4,470	4,048	4,790	56
24 Norfolk .....	*6,265	25	5,128	2	5,155	2,624	2,531	2,623	51
25 Northumberland ...	6,724	10	5,417	3	5,430	2,833	2,597	3,011	55
26 Ontario .....	7,765	13	6,553	2	6,568	3,382	3,186	3,447	52
27 Oxford .....	8,498	....	6,629	1	6,630	3,430	3,200	3,819	59
28 Peel .....	5,004	....	3,670	....	3,670	1,998	1,672	1,868	51
29 Perth .....	8,198	14	5,925	2	5,941	3,150	2,791	3,518	59
30 Peterborough .....	6,970	7	4,665	....	4,672	2,372	2,300	2,220	48
31 Prescott and Russell.	12,267	33	4,946	2	4,981	2,545	2,436	2,412	48
32 Prince Edward .....	2,966	9	2,582	1	2,592	1,338	1,254	1,316	51
33 Renfrew .....	11,941	50	7,300	2	7,352	3,782	3,570	3,230	44
34 Simcoe & W. Muskoka	17,009	40	14,971	*7	15,018	7,802	7,216	6,950	46
35 Stormont .....	4,845	16	3,737	....	3,753	1,924	1,829	1,973	53
36 Victoria & S.E. Mus- koka .....	7,877	26	6,258	1	6,285	3,245	3,040	2,900	46
37 Waterloo .....	7,526	8	5,366	1	5,375	2,914	2,461	3,364	63
38 Welland .....	5,700	13	4,821	....	4,834	2,500	2,334	2,377	49
39 Wellington .....	10,649	15	7,558	3	7,576	4,056	3,520	4,191	55
40 Wentworth .....	5,251	....	4,617	....	4,617	2,396	2,221	2,522	54
41 York .....	13,930	9	11,031	1	11,041	5,930	5,111	5,734	52
42 Rainy River & Thun- der Bay .....	2,262	....	1,776	....	1,776	897	879	768	43
43 Algoma & Manitoulin	6,713	24	5,566	4	5,594	2,858	2,736	2,525	45
44 N. Nipissing, etc. ....	3,861	15	3,085	3	3,103	1,573	1,530	1,384	45
45 W. Parry Sound ....	5,117	15	3,672	8	3,695	1,880	1,815	1,531	41
46 Moose Fort & Albany	45	....	34	....	34	17	17	22	64
Totals .....	346,984	787	264,651	82	265,520	137,837	127,683	136,547	51

\* Estimated.

1a E.

## THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Continued.

Cities.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Belleville .....	1,628		1,269		1,269	645	624	818	64
2 Brantford .....	3,852		2,519		2,519	1,302	1,217	1,876	74
3 Chatham .....	2,589		1,548		1,548	804	744	1,043	67
4 Guelph .....	*3,392		1,754		1,754	857	897	1,247	71
5 Hamilton .....	14,366		8,166		8,166	4,136	4,030	6,096	74
6 Kingston .....	5,710		2,414		2,414	1,191	1,223	1,907	79
7 London .....	8,934		5,790	1	5,791	2,896	2,895	4,056	70
8 Niagara Falls .....	1,791		1,165		1,165	611	554	729	63
9 Ottawa .....	17,455		5,177		5,177	2,652	2,525	3,526	68
10 St. Catharines .....	2,808		1,432		1,432	671	761	1,007	70
11 St. Thomas .....	2,773		1,961		1,961	967	994	1,449	74
12 Stratford .....	2,970		1,476		1,476	775	701	1,108	75
13 Toronto .....	53,663		30,007	4	30,011	14,951	15,060	21,716	72
14 Windsor .....	4,131		1,815		1,815	925	890	1,294	71
15 Woodstock .....	2,157		1,552		1,552	760	792	1,122	72
Totals .....	128,219		68,045	5	68,050	34,143	33,907	48,994	72
Towns.									
1 Alexandria .....	490	1	78		79	44	35	41	52
2 Alliston .....	573		457	8	465	225	240	236	51
3 Almonte .....	865		372		372	187	185	261	70
4 Amherstburg .....	*815		296		296	158	138	185	62
5 Arnprior .....	1,111		578		578	278	300	332	66
6 Aurora .....	506		411		411	206	205	245	59
7 Aylmer .....	497		407		407	176	231	271	66
8 Barrie .....	2,147		1,166		1,166	583	583	631	54
9 Berlin .....	2,961		1,539		1,539	780	759	1,132	74
10 Blenheim .....	489		388		388	191	197	301	78
11 Bothwell .....	231		211	2	213	115	98	136	64
12 Bowmanville .....	673		479		479	253	226	335	70
13 Bracebridge .....	800		705		705	340	365	405	57
14 Brampton .....	720		496		496	263	233	352	71
15 Brockville .....	2,412		1,258		1,258	598	660	932	74
16 Bruce Mines .....	245		228		228	114	114	138	60
17 Cache Bay .....	365		156		156	57	99	88	56
18 Carleton Place .....	1,198		836		836	423	413	599	71
19 Clinton .....	603		443		443	229	214	301	68
20 Cobourg .....	*980		542		542	277	265	354	65
21 Collingwood .....	1,962		1,398		1,398	716	682	963	69
22 Copper Cliff .....	297		322		322	156	166	217	67
23 Cornwall .....	*2,097		635		635	321	314	473	74
24 Deseronto .....	958		626		626	321	305	440	70
25 Dresden .....	475		410		410	192	218	262	64
26 Dundas .....	966		569		569	263	306	399	70
27 Dunnville .....	560		445		445	223	222	241	54
28 Durham .....	430		422	3	425	212	213	289	68
29 East Toronto .....	*1,036		777		777	395	382	475	61
30 Essex .....	*430		323		323	167	156	208	64
31 Forest .....	360		293		293	123	170	214	73
32 Fort Frances .....	247		197		197	90	107	100	51
33 Fort William .....	1,087		763		763	400	363	475	62
34 Galt .....	1,559		1,312		1,312	637	675	975	74



## THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Continued.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attend- ing school.	Boys.	Girls.	Average daily at- tendance of pupils.	Percentage of av- erage to total attendance.
35 Gananoque .....	971		749		749	381	368	518	69
36 Goderich .....	991		557		557	263	294	390	70
37 Gore Bay .....	*372		287	2	289	137	152	151	52
38 Gravenhurst .....	698		620		620	314	306	388	63
39 Haileybury .....	150		117		117	48	69	49	42
40 Harriston .....	403		326		326	162	164	201	62
41 Hawkesbury .....	1,327		136		136	78	58	83	61
42 Hespeler .....	614		499		499	274	225	323	65
43 Huntsville .....	670		557		557	279	278	335	60
44 Ingersoll .....	1,245		736		736	379	357	528	72
45 Kincardine .....	535		485		485	235	250	246	51
46 Kingsville .....	483		367		367	184	183	234	64
47 Leamington .....	580		445		445	218	227	285	64
48 Lindsay .....	1,844		1,132		1,132	547	585	809	71
49 Listowel .....	817		542		542	288	254	339	62
50 Little Current .....	*425		319		319	143	176	163	51
51 Massey .....	287		198		198	105	93	88	44
52 Mattawa .....	183		74		74	44	30	32	43
53 Meaford .....	*568		426		426	203	223	279	65
54 Midland .....	1,350		975		975	479	496	635	65
55 Milton .....	510		388		388	214	174	231	59
56 Mitchell .....	638		374		374	180	194	258	69
57 Mount Forest .....	563		398		398	218	180	281	71
58 Napanee .....	650		529		529	231	298	344	65
59 New Liskeard .....	350		242		242	117	125	133	55
60 Newmarket .....	671		416		416	205	211	311	75
61 Niagara .....	218		215		215	111	104	122	57
62 North Bay .....	1,227		585		585	295	290	367	63
63 North Toronto .....	628		520		520	246	274	314	60
64 Oakville .....	503	1	331		332	173	159	221	66
65 Orangeville .....	962		537		537	240	297	354	66
66 Orillia .....	1,522		950		950	468	482	610	64
67 Oshawa .....	1,641		805		805	383	422	529	66
68 Owen Sound .....	2,570		1,672		1,672	800	872	1,205	72
69 Palmerston .....	680		363		363	184	179	235	65
70 Paris .....	945		513		513	278	235	349	68
71 Parkhill .....	330		253		253	126	127	139	55
72 Parry Sound .....	*950		858		858	403	455	518	60
73 Pembroke .....	1,531		631		631	323	308	443	70
+74 Penetanguishene ..	831		634		634	339	295	389	61
75 Perth .....	1,046		488		488	250	238	355	73
76 Peterborough .....	3,296		1,890		1,890	944	946	1,345	71
77 Petrolia .....	*1,112		834		834	413	421	552	66
78 Picton .....	783		599		599	313	286	380	63
79 Port Arthur .....	1,198		797		797	394	403	488	61
80 Port Hope .....	1,038		828		828	403	425	566	68
81 Prescott .....	739		435		435	192	243	280	64
82 Preston .....	524		384		384	188	196	278	72
83 Rainy River .....	250		198		198	98	106	69	35
84 Rat Portage (Kenora)	1,100		849		849	423	426	470	55
85 Renfrew .....	1,040		440		440	228	212	332	75
86 Ridgetown .....	552		446		446	220	226	277	62
87 St. Mary's .....	860		557		557	293	264	391	70
88 Sandwich .....	521		163		163	84	79	85	52
89 Sarnia .....	2,670		1,469		1,469	691	778	1,041	71

THE PUBLIC SCHOOLS—Continued.

I.—Table A.—School Population, Attendance, etc.—Concluded.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attend- ing school.	Boys.	Girls.	Average daily at- tendance of pupils.	Percentage of av- erage to total attendance.
90 Sault Ste. Marie....	1,881	..	1,297	....	1,297	655	642	849	65
91 Seaforth.....	588	....	269	....	269	133	136	219	81
92 Simcoe.....	654	....	480	....	480	243	237	294	61
93 Smith's Falls.....	*1,397	....	1,048	....	1,048	499	549	738	70
94 Stayner.....	351	....	286	....	286	161	125	178	62
95 Steelton.....	700	....	454	....	454	239	215	238	52
96 Strathroy.....	750	....	492	....	492	244	248	347	70
97 Sturgeon Falls.....	1,800	....	238	....	238	114	124	126	53
98 Sudbury.....	525	....	224	....	224	119	105	138	61
99 Thessalon.....	483	....	381	....	381	190	191	189	50
100 Thornbury.....	180	....	162	....	162	88	74	111	68
101 Thorold.....	564	....	367	....	367	170	197	208	57
102 Tillsonburg.....	689	....	433	....	433	217	216	303	70
103 Toronto Junction...	2,416	....	1,453	....	1,453	730	723	957	66
104 Trenton.....	1,164	....	594	....	594	306	288	374	63
105 Uxbridge.....	462	....	320	....	320	150	170	221	69
106 Vankleek Hill.....	*589	1	171	....	172	90	82	114	66
107 Walkerton.....	774	....	425	....	425	202	223	310	73
108 Walkerville.....	606	....	330	....	330	161	169	245	74
109 Wallaceburg.....	*1,037	....	642	....	642	329	313	398	62
110 Waterloo.....	709	....	582	....	582	311	271	424	73
111 Welland.....	395	....	282	....	282	159	123	182	64
112 Whitby.....	650	....	387	....	387	196	191	246	64
113 Winton.....	*878	....	659	....	659	329	330	422	64
114 Wingham.....	785	....	574	....	574	260	314	399	69
Totals.....	101,334	3	63,226	15	63,244	31,437	31,807	41,624	66
Totals.									
† 1 Counties, etc.....	346,984	787	264,651	82	265,520	137,837	127,683	136,547	51
2 Cities.....	128,219	....	68,045	5	68,050	34,143	33,907	48,994	72
3 Towns.....	101,334	3	63,226	15	63,244	31,437	31,807	41,624	66
‡ 4 Grand totals, 1904...	576,537	790	395,922	102	396,814	203,417	193,397	227,165	57.25
‡ 5 Grand totals, 1903...	577,383	917	402,138	106	403,161	206,794	196,367	230,730	57.20
6 Increases.....									.05
7 Decreases.....	846	127	6,216	4	6,347	3,377	2,970	3,565	.....
8 Percentages.....		.20	99.77	.03	.....	51.26	48.74	57.25	.....

\*Estimated.  
† Including Protestant Separate School.  
‡ In incorporated villages, included in Counties, etc., there were 27,479 pupils, with an average daily attendance of 17,326.  
|| Kindergarten and Night School pupils are not included.

## THE PUBLIC

II.—Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns), etc.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant .....	587	410	476	712	641	133	2,928	2,951	2,920
2 Bruce .....	2,357	1,489	1,930	2,021	1,805	484	9,706	9,819	9,570
3 Carleton .....	1,474	927	1,150	1,139	1,388	434	6,512	6,512	6,512
4 Dufferin .....	992	591	713	914	877	202	4,235	4,282	4,139
5 Dundas .....	874	516	1,110	726	675	254	4,107	4,134	3,966
6 Durham .....	703	632	954	914	865	187	4,255	4,255	4,175
7 Elgin .....	1,178	622	1,013	1,089	1,199	461	5,493	5,534	5,454
8 Essex .....	1,643	1,276	1,247	1,169	742	117	6,119	6,095	6,067
9 Frontenac .....	1,313	776	952	1,158	1,148	93	5,406	5,406	5,406
10 Glengarry .....	1,128	614	830	471	641	90	3,774	3,774	3,774
11 Grey .....	3,072	1,833	2,670	2,521	1,970	393	12,206	12,058	11,963
12 Haldimand .....	683	515	693	699	829	175	3,594	3,594	3,594
13 Haliburton, etc .....	1,303	661	780	772	516	106	3,978	3,953	3,690
14 Halton .....	693	441	498	621	763	142	3,158	3,158	3,158
15 Hastings .....	2,432	1,457	1,659	1,539	1,062	298	8,410	8,415	8,291
16 Huron .....	1,537	963	1,840	2,030	2,353	876	9,519	9,435	9,242
17 Kent .....	1,841	1,052	1,354	1,378	1,470	678	7,707	7,707	7,707
18 Lambton .....	2,120	1,458	1,480	1,662	1,472	451	8,563	8,599	8,425
19 Lanark .....	923	666	765	849	750	181	4,134	4,134	4,134
20 Leeds and Grenville ..	1,842	1,209	1,568	1,713	1,918	337	8,393	8,386	8,127
21 Lennox & Addington ..	912	552	731	808	839	164	4,006	4,006	4,006
22 Lincoln .....	805	503	584	728	869	57	3,388	3,344	3,092
23 Middlesex .....	1,637	1,090	1,524	1,900	1,845	522	8,518	8,518	8,518
24 Norfolk .....	1,157	657	1,070	945	1,120	206	5,070	5,104	5,046
25 Northumberland .....	1,177	712	1,160	1,128	1,082	171	5,272	5,339	5,049
26 Ontario .....	1,473	936	1,159	1,287	1,470	243	6,351	6,429	6,378
27 Oxford .....	1,304	981	1,129	1,343	1,431	442	6,483	6,574	6,167
28 Peel .....	731	469	654	803	846	167	3,597	3,662	3,519
29 Perth .....	1,049	751	1,051	1,637	1,206	247	5,805	5,912	5,576
30 Peterborough .....	1,163	730	877	885	912	105	4,549	4,556	4,395
31 Prescott and Russell ..	1,567	865	810	768	790	181	4,634	4,844	4,487
32 Prince Edward .....	488	291	458	454	679	222	2,585	2,586	2,584
33 Renfrew .....	2,099	1,247	1,390	1,284	1,061	271	6,785	7,001	6,172
34 Simcoe & W. Muskoka ..	3,414	2,280	2,794	2,875	2,790	865	14,712	14,863	14,454
35 Stormont .....	855	525	913	661	625	174	3,753	3,688	3,650
36 Victoria and S. E. Muskoka .....	1,405	891	1,217	1,321	1,163	288	6,131	6,133	6,016
37 Waterloo .....	1,090	762	1,306	1,248	760	209	5,273	5,334	5,044
38 Welland .....	1,116	674	881	954	977	232	4,826	4,832	4,715
39 Wellington .....	1,530	915	1,386	1,628	1,717	400	7,569	7,529	7,559
40 Wentworth .....	872	606	828	1,150	953	208	4,617	4,617	4,617
41 York .....	2,628	1,489	2,001	2,373	2,299	251	10,730	10,743	10,538
42 Rainy River & Thun- der Bay .....	532	277	350	357	235	25	1,762	1,748	1,709
43 Algoma & Manitoulin ..	1,743	918	983	967	871	112	5,382	5,383	5,035
44 N. Nipissing, etc .....	1,189	601	535	511	244	23	2,694	2,783	2,499
45 W. Parry Sound .....	1,121	560	656	703	540	115	3,431	3,514	3,320
46 Moose Fort & Albany ..	12	6	6	7	2	1	34	29	3
Totals .....	61,764	38,396	50,135	52,822	50,410	11,993	260,154	261,272	254,462



## SCHOOLS.—Continued.

various branches of instruction.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics. 1	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1 2,204	1,873	2,127	968	1,389	1,302	1,843	108	117	107	139	100	292
2 6,899	4,778	6,630	2,648	4,116	4,558	5,087	391	464	447	253	277	798
3 4,474	2,823	4,481	2,143	2,522	2,177	2,532	375	406	359	343	331	906
4 2,911	2,282	2,647	1,335	1,855	1,755	2,660	187	192	187	59	148	635
5 3,364	2,444	3,131	1,070	1,383	1,549	2,466	211	241	236	169	103	1,103
6 3,015	2,260	2,561	805	1,054	1,134	1,810	141	155	149	105	47	227
7 4,530	3,573	4,036	2,219	2,871	3,162	3,680	404	420	477	703	293	1,136
8 3,840	2,761	3,436	1,002	1,953	4,998	3,266	133	106	98	55	49	733
9 3,504	2,416	3,119	1,620	2,093	1,977	3,226	77	68	59	98	8	521
10 2,408	872	2,201	764	943	936	1,625	84	84	77	63	46	147
11 9,385	6,588	8,087	3,098	5,066	7,966	7,962	439	365	341	340	149	1,604
12 3,106	1,778	2,677	1,247	1,472	1,500	2,389	184	140	114	229	95	1,302
13 2,848	1,163	1,876	854	1,107	1,005	1,704	110	95	90	18	15	118
14 2,330	1,329	2,312	1,121	1,475	1,434	2,210	140	138	138	65	55	444
15 6,028	3,842	5,256	1,660	2,991	5,175	5,773	782	286	264	311	91	697
16 7,341	4,938	6,786	3,201	4,820	3,246	4,278	773	830	823	596	279	1,791
17 5,618	4,400	5,159	2,631	3,216	3,491	2,706	642	677	670	647	141	2,293
18 5,832	4,587	5,740	2,386	3,563	3,854	5,546	368	406	371	256	226	1,076
19 2,679	1,352	2,503	1,044	1,568	1,291	2,247	125	170	165	242	98	216
20 5,969	4,268	5,847	2,941	3,724	3,430	3,897	288	311	298	174	175	1,171
21 2,856	1,485	2,518	1,230	1,595	1,650	1,827	132	139	127	21	45	614
22 2,406	1,599	2,299	1,123	1,424	1,541	942	62	63	37	107	83	474
23 6,892	6,309	6,433	3,221	4,225	5,337	5,899	509	496	487	300	198	2,348
24 3,712	3,259	3,562	1,568	2,061	1,859	2,668	202	190	180	129	113	1,059
25 3,979	1,921	3,804	1,104	1,601	1,541	2,327	244	178	168	102	37	494
26 4,379	3,192	4,312	2,259	1,911	2,523	2,585	237	209	198	89	49	525
27 2,916	3,344	4,464	1,932	2,795	2,563	2,869	345	444	389	229	251	745
28 2,751	1,400	2,343	1,533	1,728	1,284	1,788	167	167	167	2	18	123
29 4,475	4,755	4,131	1,641	2,848	1,884	4,820	226	221	212	214	222	1,191
30 3,317	1,626	2,754	1,196	1,629	1,565	1,819	106	100	96	161	105	179
31 2,641	1,542	2,796	1,032	1,475	1,436	2,551	180	162	150	195	59	613
32 2,018	1,125	1,923	1,035	1,190	1,475	1,570	225	212	164	380	50	903
33 4,040	1,197	3,793	1,525	2,124	1,545	1,819	283	266	242	43	37	460
34 9,614	8,215	8,943	4,316	6,179	5,646	10,405	962	849	816	522	473	2,485
35 2,721	1,089	2,462	1,037	1,198	1,188	1,628	162	155	249	101	57	508
36 4,447	2,933	4,105	1,606	2,200	1,827	2,441	289	269	258	155	143	423
37 3,828	3,698	3,099	772	1,775	1,226	2,686	175	163	142	142	34	400
38 3,176	2,350	3,131	1,475	2,054	1,723	2,060	242	221	209	284	232	335
39 5,307	3,784	4,906	2,235	3,180	3,038	3,774	351	364	360	312	176	1,099
40 3,342	2,420	3,171	1,389	2,093	1,269	2,343	208	214	194	255	91	1,045
41 7,985	6,405	7,680	3,509	4,262	4,463	5,920	263	233	211	235	104	758
42 1,245	833	1,082	371	670	735	694	40	34	21	8	10	61
43 2,801	1,547	2,712	1,188	1,667	1,489	1,490	105	95	92	39	78	172
44 1,434	540	1,081	365	624	530	388	42	25	25	10	7	44
45 2,260	1,122	1,892	745	1,232	1,055	1,605	104	108	106	31	12	241
46 .....	34	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
184,827	128,051	170,019	74,184	102,921	106,332	135,825	11,823	11,248	10,770	8,931	5,410	34,509

## THE PUBLIC

II.—Table B.—Number of pupils in the

Cities.	Reading.							Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.				
1 Belleville.....	298	223	251	236	261	.....	1,269	1,269	1,269	
2 Brantford .....	511	346	395	726	488	53	2,519	2,519	2,519	
3 Chatham .....	296	214	319	338	381	.....	1,548	1,548	1,548	
4 Guelph .....	328	212	250	503	333	128	1,754	1,754	1,754	
5 Hamilton .....	1,221	1,053	1,247	2,250	1,885	510	8,166	8,166	8,166	
6 Kingston .....	560	295	295	629	635	.....	2,414	2,414	2,414	
7 London .....	1,036	745	1,430	1,338	1,242	.....	5,791	5,791	5,783	
8 Niagara Falls .....	360	138	186	232	249	.....	1,165	1,165	1,165	
9 Ottawa .....	1,017	688	713	1,352	1,229	178	5,177	5,177	5,177	
10 St. Catharines .....	351	195	239	370	277	.....	1,432	1,432	1,432	
11 St. Thomas .....	519	229	354	469	390	.....	1,961	1,961	1,961	
12 Stratford .....	280	228	234	389	345	.....	1,476	1,476	1,476	
13 Toronto .....	5,678	3,572	6,618	6,552	6,416	1,175	30,011	30,011	27,937	
14 Windsor .....	562	292	367	405	189	.....	1,815	1,815	1,815	
15 Woodstock .....	395	237	262	365	293	.....	1,552	1,552	1,552	
Totals .....	13,412	8,667	13,160	16,154	14,613	2,044	68,050	68,050	65,968	
Towns.										
1 Alexandria .....	15	4	19	21	20	.....	79	79	79	
2 Alliston .....	56	64	76	77	63	129	465	420	420	
3 Almonte .....	66	72	94	69	71	.....	372	372	372	
4 Amherstburg .....	54	58	61	45	40	38	290	295	290	
5 Arnprior .....	173	107	111	102	85	.....	578	578	578	
6 Aurora .....	145	49	84	67	66	.....	411	411	411	
7 Aylmer .....	64	57	83	116	87	.....	407	407	407	
8 Barrie .....	251	150	294	226	245	.....	1,166	1,166	1,166	
9 Berlin .....	246	242	412	391	248	.....	1,539	1,539	1,539	
10 Blenheim .....	57	83	80	78	52	38	388	388	350	
11 Bothwell .....	31	26	29	28	38	61	213	213	195	
12 Bowmanville .....	97	62	95	111	114	.....	479	479	479	
13 Bracebridge .....	208	91	141	138	58	69	695	705	695	
14 Brampton .....	98	83	97	136	82	.....	496	496	496	
15 Brockville .....	260	175	267	265	291	.....	1,258	1,258	1,258	
16 Bruce Mines .....	52	19	53	31	28	45	208	228	208	
17 Cache Bay .....	58	19	37	23	17	2	156	156	156	
18 Carleton Place .....	223	157	167	135	154	.....	836	836	836	
19 Clinton .....	92	62	117	104	68	.....	443	443	443	
20 Cobourg .....	90	83	105	136	128	.....	542	542	542	
21 Collingwood .....	399	219	195	295	290	.....	1,398	1,398	1,398	
22 Copper Cliff .....	150	37	61	34	29	11	322	322	322	
23 Cornwall .....	190	99	118	142	86	.....	635	635	635	
24 Deseronto .....	217	167	109	95	38	.....	626	626	626	
25 Dresden .....	104	85	55	52	56	58	410	410	322	
26 Dundas .....	159	105	58	138	109	.....	569	569	569	
27 Dunnville .....	71	72	107	79	116	.....	445	445	374	
28 Durham .....	76	56	85	60	49	99	376	425	376	
29 East Toronto .....	264	129	118	149	117	.....	777	777	777	
30 Essex .....	98	75	51	62	37	.....	323	323	323	
31 Forest .....	76	55	50	36	76	.....	293	293	293	
32 Fort Frances .....	40	47	35	40	18	17	197	197	197	

## SCHOOLS.—Continued.

various branches of instruction.—Continued.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1 899	533	732	261	497	497	1,015	.....	.....	.....	.....	.....	.....
2 2,519	2,519	1,837	679	1,366	2,519	2,519	53	.....	.....	.....	230	.....
3 1,368	1,548	1,548	847	948	1,169	1,548	.....	.....	.....	.....	.....	.....
4 1,140	1,606	1,754	333	838	838	1,698	128	.....	.....	.....	.....	.....
5 6,906	8,136	6,945	3,128	4,628	5,127	8,166	510	499	371	790	286	.....
6 1,746	2,414	1,850	710	1,208	2,414	2,414	.....	.....	635	.....	.....	.....
7 5,484	5,791	5,191	790	1,846	5,630	5,526	.....	.....	.....	.....	.....	.....
8 958	.....	667	415	563	854	.....	.....	.....	.....	.....	.....	.....
9 2,759	2,418	2,759	1,407	2,759	2,759	5,177	178	178	.....	.....	.....	.....
10 1,081	.....	886	277	460	460	1,432	.....	.....	.....	.....	.....	.....
11 1,213	.....	1,213	390	859	1,961	1,961	.....	.....	.....	.....	.....	.....
12 1,003	1,185	1,012	400	522	890	1,476	.....	.....	.....	.....	.....	.....
13 28,208	27,937	29,056	5,346	8,048	23,005	9,778	3,154	2	.....	163	.....	1,103
14 1,548	1,186	1,523	210	781	1,712	1,457	.....	.....	.....	.....	.....	.....
15 920	1,552	658	293	658	920	1,552	.....	.....	.....	.....	.....	.....
57,752	56,825	57,631	15,486	25,981	50,755	45,719	4,023	679	1,006	953	516	1,103
1 60	.....	60	20	41	41	.....	.....	.....	.....	.....	.....	.....
2 420	465	436	428	428	332	465	63	129	129	63	129	.....
3 272	60	237	71	99	71	144	.....	.....	.....	.....	.....	.....
4 194	262	286	78	123	231	207	32	37	37	32	36	.....
5 298	578	578	85	187	578	578	.....	.....	.....	.....	.....	.....
6 411	345	411	66	133	411	345	.....	.....	.....	.....	.....	.....
7 286	.....	286	87	87	87	.....	.....	.....	.....	.....	.....	.....
8 915	820	834	587	685	611	876	455	.....	.....	.....	.....	.....
9 1,051	1,539	639	176	248	248	1,539	.....	.....	.....	.....	.....	.....
10 350	220	246	90	168	168	.....	38	38	38	38	38	.....
11 163	93	182	99	99	64	154	43	61	61	43	43	.....
12 320	479	320	114	225	266	479	.....	.....	.....	.....	.....	.....
13 489	646	705	127	255	58	705	49	66	45	47	67	.....
14 315	496	496	82	218	82	496	.....	.....	.....	.....	.....	.....
15 1,258	1,258	1,258	556	556	1,258	1,258	.....	.....	.....	.....	.....	.....
16 157	124	157	73	157	28	71	38	45	32	38	11	.....
17 156	77	79	19	42	42	.....	19	2	2	.....	.....	19
18 456	836	456	154	202	154	836	.....	.....	.....	.....	.....	.....
19 351	443	284	68	172	68	443	.....	.....	.....	.....	.....	.....
20 427	157	369	128	310	298	101	.....	.....	.....	.....	.....	.....
21 1,398	944	1,398	406	509	1,398	1,398	.....	.....	.....	.....	.....	.....
22 322	322	322	40	74	74	322	11	11	11	11	11	11
23 345	635	246	86	228	246	635	.....	.....	.....	.....	.....	.....
24 242	408	409	38	133	133	626	.....	.....	.....	.....	.....	.....
25 281	244	281	166	166	108	.....	58	58	58	58	58	.....
26 305	569	305	109	305	569	569	.....	.....	.....	.....	.....	.....
27 302	272	302	57	173	302	302	.....	.....	.....	.....	.....	.....
28 300	277	361	99	159	254	425	50	99	99	50	99	.....
29 667	777	582	117	266	384	777	.....	.....	.....	.....	.....	.....
30 190	264	180	37	99	323	81	.....	.....	.....	.....	.....	.....
31 162	255	293	76	112	112	217	.....	.....	.....	.....	.....	.....
32 157	197	110	35	75	58	197	17	17	17	17	17	.....



## THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
33 Fort William.....	213	151	147	121	131	.....	763	763	763
34 Galt.....	274	65	324	326	323	.....	1,312	1,312	1,312
35 Gananoque.....	221	96	158	135	139	.....	749	749	749
36 Goderich.....	85	68	115	174	115	.....	557	557	557
37 Gore Bay.....	58	28	61	64	36	42	289	289	289
38 Gravenhurst.....	266	35	127	111	81	.....	620	620	620
39 Haileybury.....	40	30	24	22	1	.....	117	117	117
40 Harriston.....	75	39	55	69	88	.....	326	326	326
41 Hawkesbury.....	35	15	23	36	27	.....	136	136	136
42 Hespeler.....	149	60	95	127	47	21	499	499	499
43 Huntsville.....	154	107	123	77	59	37	557	557	468
44 Ingersoll.....	142	67	182	167	178	.....	736	736	736
45 Kincardine.....	95	58	99	142	91	.....	485	485	485
46 Kingsville.....	107	39	68	83	56	14	367	367	367
47 Leamington.....	101	66	74	136	68	.....	445	445	445
48 Lindsay.....	252	110	269	259	242	.....	1,132	1,132	1,132
49 Listowel.....	124	48	70	163	137	.....	542	542	542
50 Little Current.....	112	41	67	40	39	20	319	319	319
51 Massey.....	69	35	28	38	26	2	198	198	198
52 Mattawa.....	15	15	15	8	17	4	61	61	60
53 Meaford.....	118	78	107	66	57	.....	426	426	426
54 Midland.....	329	120	229	154	116	27	975	975	975
55 Milton.....	87	65	59	42	67	68	388	388	376
56 Mitchell.....	72	39	54	108	101	.....	374	374	374
57 Mount Forest.....	75	48	96	84	95	.....	398	398	398
58 Napanee.....	110	93	88	107	131	.....	529	529	529
59 New Liskeard.....	66	42	49	61	13	11	242	242	242
60 Newmarket.....	72	71	141	54	78	.....	416	416	416
61 Niagara.....	48	20	27	39	81	.....	215	215	215
62 North Bay.....	240	92	103	71	79	.....	585	585	585
63 North Toronto.....	147	103	79	93	81	17	520	520	520
64 Oakville.....	64	49	79	50	90	.....	332	332	332
65 Orangeville.....	95	111	104	119	108	.....	537	537	537
66 Orillia.....	229	150	183	178	166	44	950	950	906
67 Oshawa.....	202	105	138	228	132	.....	805	805	805
68 Owen Sound.....	359	215	372	346	380	.....	1,672	1,672	1,672
69 Palmerston.....	103	44	59	54	62	41	355	363	355
70 Paris.....	107	96	80	143	87	.....	513	513	513
71 Parkhill.....	50	24	62	61	56	.....	253	253	253
72 Parry Sound.....	320	84	115	142	132	65	793	858	858
73 Pembroke.....	158	108	111	101	153	.....	631	631	631
74 *Penetanguishene....	202	115	101	122	87	7	634	634	543
75 Perth.....	107	50	132	90	109	.....	488	488	488
76 Peterborough.....	535	268	355	357	375	.....	1,890	1,890	1,890
77 Petrolea.....	287	107	136	193	111	.....	834	834	834
78 Picton.....	180	82	99	116	122	.....	599	599	599
79 Port Arthur.....	236	118	137	155	151	.....	797	797	797
80 Port Hope.....	208	153	141	160	166	.....	828	828	828
81 Prescott.....	109	82	50	58	136	.....	435	435	435
82 Preston.....	98	62	73	89	62	.....	384	384	384

\* Including Protestant Separate School.

SCHOOLS.—Continued.

various branches of instruction.—*Continued.*

Geography.	Music.	Grammar and Com- position.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calis- thenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
33	715	763	715	252	284	252	763					
34	1,312	1,312	1,312	378	619	1,312	1,312			131	52	
35	528	389	360	139	274	360	749					
36	472	557	339	115	289	115	557					
37	168	.....	168	111	111	69	178	22	42	42	18	
38	319	253	253	81	234	143	62					
39	63	.....	63	4	23	4	.....					
40	251	251	251	88	157	251	251					
41	86	.....	136	27	67	67	.....					
42	290	.....	195	68	195	195	.....	21	21	21		21
43	332	557	307	62	173	284	557	37	37	37	37	
44	736	736	623	178	298	736	736					
45	332	485	332	91	199	332	485					
46	307	256	307	70	156	353	217	14	14	14	14	
47	445	277	445	68	204	445	445					
48	733	881	941	242	344	387	816					
49	370	389	334	137	264	137	542	3				
50	207	319	207	59	132	132	319	20	20	20	20	20
51	198	198	129	28	66	66	198	2	2			
52	31	61	15	15	15	16	59					
53	426	426	426	57	160	426	426					
54	687	975	975	265	297	465	975	27	27	27	80	
55	376	388	388	135	177	374	388	81	68	68	.....	20
56	263	219	209	209	209	101	374					48
57	323	398	275	95	179	398	398					
58	529	529	529	131	238	238	529					
59	242	242	242	85	134	242	.....	11	11	11		11
60	416	416	416	78	137	137	416					
61	167	66	167	81	81	147	134					
62	253	585	460	79	150	585	585					
63	520	520	520	392	449	520	520	10	17	17	17	
64	268	332	268	90	219	219	332					
65	537	537	537	442	442	442	537					
66	713	669	713	384	384	384	.....	44				
67	479	653	671	75	178	132	.....					
68	1,098	1,672	1,098	547	726	1,098	1,672					
69	324	64	260	115	191	150	79	33	41	41	41	41
70	513	.....	230	87	230	513	.....					
71	179	253	179	56	117	117	.....					
72	471	206	471	197	307	199	329	65	65	65	65	65
73	473	473	473	153	254	153	631					
74	408	150	480	94	277	90	131	7	7	3	3	
75	331	488	331	109	151	109	488					
76	1,087	289	1,087	375	732	732	1,515					
77	440	834	369	111	304	440	834					
78	537	599	537	206	206	599	599					
79	463	797	463	151	242	306	797					
80	828	828	828	247	247	828	828					
81	435	435	435	194	296	435	435					
82	259	384	151	62	151	151	.....					

## THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
83 Rainy River .....	54	71	32	22	15	4	198	198	198
84 Rat Portage (Kenora) .....	314	116	146	136	137	.....	849	849	849
85 Renfrew .....	142	69	63	64	102	.....	440	440	440
86 Ridgetown .....	116	45	100	90	95	.....	446	446	446
87 St. Mary's .....	83	87	80	162	145	.....	557	557	492
88 Sandwich .....	42	32	25	38	26	.....	163	163	121
89 Sarnia .....	424	192	323	282	248	.....	1,469	1,469	1,423
90 Sault Ste. Marie .....	358	242	242	233	222	.....	1,297	1,297	1,297
91 Seaforth .....	34	43	61	54	77	.....	269	269	269
92 Simcoe .....	124	38	117	65	136	.....	480	480	480
93 Smith's Falls .....	289	154	216	186	203	.....	1,048	1,048	1,048
94 Stayner .....	71	44	52	53	26	40	286	286	264
95 Steelton .....	134	63	135	72	50	.....	454	454	454
96 Strathroy .....	99	69	122	90	112	.....	492	492	492
97 Sturgeon Falls .....	72	35	43	43	25	20	238	238	238
98 Sudbury .....	60	36	29	31	47	21	224	224	224
99 Thessalon .....	129	66	52	57	62	15	381	381	381
100 Thornbury .....	35	24	24	43	28	8	162	162	162
101 Thorold .....	88	51	71	88	69	.....	367	367	345
102 Tillsonburg .....	78	54	89	96	116	.....	433	433	433
103 Toronto Junction .....	361	221	262	317	292	.....	1,453	1,453	1,453
104 Trenton .....	130	93	159	102	110	.....	594	594	594
105 Uxbridge .....	63	62	66	73	56	.....	320	320	320
106 Vankleek Hill .....	46	7	33	42	44	.....	172	172	172
107 Walkerton .....	83	74	77	77	114	.....	425	425	425
108 Walkerville .....	93	40	63	73	23	38	330	330	330
109 Wallaceburg .....	195	82	122	102	49	92	598	642	598
110 Waterloo .....	110	97	119	139	117	.....	582	582	582
111 Welland .....	62	50	42	58	70	.....	282	282	282
112 Whitby .....	78	46	77	87	99	.....	387	387	387
113 Wiarton .....	159	163	161	107	69	.....	659	659	659
114 Wingham .....	101	86	100	107	60	120	574	574	490
Totals.	16,007	9,328	12,450	12,609	11,505	1,345	63,029	63,185	62,316
Totals.									
1 † Counties, etc. ....	61,764	38,396	50,135	52,822	50,410	11,993	260,154	261,272	254,462
2 Cities .....	13,412	8,667	13,160	16,154	14,613	2,044	68,050	68,050	65,968
3 Towns .....	16,007	9,328	12,450	12,609	11,505	1,345	63,029	63,185	62,316
4 Grand Totals, 1904. . .	91,183	56,391	75,745	81,585	76,528	15,382	391,233	392,507	382,746
5 Grand Totals, 1903. . .	91,872	58,777	77,258	81,937	77,791	15,526	396,594	399,051	388,612
6 Increases .....									
7 Decreases .....	689	2,386	1,513	352	1,263	144	5,361	6,544	5,866
8 Percentages .....	22.98	14.21	19.09	20.56	19.28	3.88	98.59	98.91	96.45

† In incorporated villages included in Counties, etc., the numbers in the Readers were: 1st Part I., 6,179; Part II., 4,026; 2nd, 4,991; 3rd, 5,029; 4th, 4,930; 5th, 2,321.



SCHOOLS.—Continued.

various branches of instruction.—Concluded.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
83 73	198	73	41	41	198	198	4	4	4			
84 849	849	536	536	536	536	849						
85 298	220	284	149	139	166	99						
86 446	388	446	185	185	185	388						
87 438	.....	487	145	307	145	31						
88 90	.....	121	64	64	64	.....				64		
89 1,122	1,280	1,249	152	595	1,306	1,469				123		
90 1,033	1,221	814	356	631	861	1,297						
91 192	269	269	131	192	131	192						
92 480	480	201	201	201	480	480						
93 1,048	1,048	1,048	145	342	1,048	1,048						
94 286	237	286	239	229	246	286	18	40	40	47	40	47
95 321	188	297	79	141	246	219						56
96 492	492	492	61	202	492	492						
97 166	150	166	88	88	116	.....	20	20	20			
98 128	142	224	68	100	47	149	21	21	21	21	14	
99 201	381	171	77	171	77	.....	15	15	15	15	.....	77
100 127	83	127	93	79	162	162	8	8	8	8	8	.....
101 259	.....	228	93	157	157	.....						
102 301	433	166	166	166	166	433						
103 871	1,453	871	292	609	320	1,453						
104 371	565	371	110	212	212	514						
105 195	320	195	56	129	129	320						
106 172	128	172	86	126	172	172				172		
107 425	425	425	114	277	425	425						
108 273	330	237	48	134	237	330	38	38	18	18		
109 423	265	423	257	257	151	.....	46	92	92	46	46	
110 394	.....	351	117	292	117	99						
111 170	112	282	70	128	128	112						
112 387	387	387	119	186	348	348						
113 659	659	197	69	176	176	267						
114 389	320	473	180	180	60	.....	70	120	120	60	40	.....
48,039	49,196	46,797	16,446	25,975	34,618	48,276	1,510	1,293	1,233	1,379	873	331
184,827	128,051	170,019	74,184	102,921	106,332	135,825	11,823	11,248	10,770	8,931	5,410	34,509
57,752	56,825	57,631	15,486	25,981	50,755	45,719	4,023	679	1,006	953	516	1,103
48,039	49,196	46,797	16,446	25,975	34,618	48,276	1,510	1,293	1,233	1,379	873	331
290,618	234,072	274,447	106,116	154,877	191,705	229,820	17,356	13,220	13,009	11,263	6,799	35,943
284,106	231,937	263,904	98,924	150,165	174,947	242,337	17,096	13,396	13,944	9,300	4,964	36,268
6,512	2,135	10,543	7,192	4,712	16,758	.....	260	.....	.....	1,963	1,835	.....
.....	.....	.....	.....	.....	.....	12,517	.....	176	935	.....	.....	325
73.24	58.99	69.16	26.74	39.03	48.31	57.91	4.37	3.33	3.28	2.84	1.71	9.06

THE PUBLIC  
III.—Table C.—Teachers,

Counties, (including incorporated villages, but not cities or towns) etc.	Number of teachers.	Male.	Female.	Salaries.		
				Highest salary paid.	Average salary male teacher.	Average salary female teacher.
1 Brant .....	70	18	52	\$ 575	\$ 412	\$ 336
2 Bruce .....	224	69	155	900	412	315
3 Carleton .....	150	29	121	690	402	319
4 Dufferin .....	106	17	89	750	389	299
5 Dundas .....	108	39	69	600	367	274
6 Durham .....	116	19	97	600	410	306
7 Elgin .....	131	34	97	550	455	293
8 Essex .....	119	40	79	600	410	335
9 Frontenac .....	153	20	133	500	296	246
10 Glengarry .....	82	13	69	550	367	272
11 Grey .....	252	68	184	750	393	294
12 Haldimand .....	94	14	80	675	457	305
13 Haliburton, etc .....	127	18	109	575	366	244
14 Halton .....	76	17	59	650	428	323
15 Hastings .....	208	53	155	850	387	291
16 Huron .....	221	80	141	900	426	307
17 Kent .....	149	38	111	725	410	349
18 Lambton .....	206	51	155	600	395	322
19 Lanark .....	132	10	122	600	357	257
20 Leeds and Grenville .....	262	45	217	800	351	262
21 Lennox and Addington .....	125	18	107	550	330	258
22 Lincoln .....	82	27	55	700	462	279
23 Middlesex .....	205	55	150	550	404	328
24 Norfolk .....	121	37	84	600	365	300
25 Northumberland .....	126	41	85	700	405	283
26 Ontario .....	141	40	101	800	411	316
27 Oxford .....	139	52	87	625	429	323
28 Peel .....	89	28	61	650	402	317
29 Perth .....	121	48	73	550	414	325
30 Peterborough .....	113	29	84	700	374	282
31 Prescott & Russell .....	110	22	88	600	363	251
32 Prince Edward .....	81	25	56	600	357	299
33 Renfrew .....	157	23	134	600	374	257
34 Simcoe and W. Muskoka .....	304	103	201	750	396	303
35 Stormont .....	89	21	68	500	344	279
36 Victoria and S. E. Muskoka .....	156	41	115	650	393	278
37 Waterloo .....	116	42	74	675	467	323
38 Welland .....	102	19	83	800	446	306
39 Wellington .....	169	50	119	700	435	336
40 Wentworth .....	95	23	72	600	457	327
41 York .....	219	62	157	700	442	302
42 Rainy River and Thunder Bay .....	48	18	30	900	410	363
43 Algoma and Manitoulin .....	125	30	95	650	329	255
44 N. Nipissing, etc .....	83	12	71	500	367	255
45 W. Parry Sound .....	95	18	77	600	366	268
*1 Totals, Counties, etc. ....	6,197	1,576	4,621	900	402	295
2 Totals, Cities .....	1,281	191	1,090	1,600	953	498
3 Totals, Towns .....	1,132	190	942	1,200	705	341
4 Grand Totals 1904 .....	8,610	1,957	6,653	1,600	485	335
5 Grand Totals 1903 .....	8,560	2,062	6,498	1,600	465	324
6 Increases .....	50	.....	155	.....	20	11
7 Decreases .....	.....	105	.....	.....	.....	.....
8 Percentages .....	.....	22.73	77.27	.....	.....	.....

\* In incorporated villages, included in Counties, etc., there were 535 teachers, 146 male and 389 female, with average salaries of \$564 and \$305 respectively. 77 held First Class, 336 Second Class, and 109 Third Class certificates. 14 were University graduates.

## SCHOOLS.—Continued.

## Salaries, Certificates, Etc.

Number of University Graduates.	Number of teachers who have attended Normal School or Normal College.	Certificates.						
		Provincial First Class.	Provincial Second Class.	First Class, old County Board.	Second Class, old County Board.	Third Class.	Temporary	Other certificates.
1		43	8	36		25	1	
2	2	92	18	74		119	11	1
3	5	74	9	65	1	69	6	
4	3	38	5	34		67		
5		42	5	39		64		
6		48	4	45		67		
7		58	11	47		71	2	
8	1	37	4	38		64	9	4
9	5	23	1	22	1	102	25	2
10	1	21	1	20		48	13	
11		105	11	100	1	137	2	1
12	1	47	9	39		46		
13		3	3	9	1	28	30	56
14		39	4	35		37		
15	1	69	2	71		128	7	
16		110	9	102		109	1	
17	1	74	3	71	1	70	4	
18		106	7	98	1	86	14	
19	3	34	1	33	2	78	18	
20	1	79	8	71		179	2	2
21	1	31	1	30	1	83	10	
22	1	40	6	34		39	3	
23	1	119	7	114		82	2	
24		42	3	39		68	9	
25	1	71	2	69	1	52	1	1
26		67	4	63		67	7	
27	1	79	7	72	1	59		
28		45	4	41		44		
29		69	3	66		52		
30	1	40	2	38	1	52	14	6
31		13	2	12		43	7	46
32		23	1	22		53	5	
33		23	1	20	1	94	24	17
34	4	64	11	79	1	208	5	
35		20	3	17	2	65	1	1
36	1	44	2	43		88	11	12
37		64	6	59	1	48	1	1
38	1	37	4	32	4	62		
39		89	11	82		74	2	
40		60	11	49		34		1
41		136	8	131	2	78		
42		14	1	13		17	12	5
43	2	22	1	22		19	29	54
44		9		9	2	11	41	20
45		11	2	12		59	22	
1	38	2,374	226	2,217	13	3,145	351	230
2	26	1,232	248	988	10	23		6
3	22	958	151	827	9	120	9	10
4	86	4,564	625	4,032	32	3,288	360	246
5	85	4,795	597	4,292	37	3,129	347	122
6	1		28			159	13	124
7		231		260	5			
8	1	53.01	7.26	46.83		38.19	4.18	



## THE PUBLIC

## IV. Table D.—School

Totals.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Counties, etc.....	5,340	2,342	421	2,291	286	10 833	6,552	3,035	20,229	40,649
2 Cities .....	173	152	17	4	.....	2,846	1,712	429	12,729	17,716
3 Towns .....	245	165	27	53	.....	1,998	1,917	392	3,481	7,788
4 Grand Totals, 1904 .....	5,758	2,659	465	2,348	286	15,677	10,181	3,856	36,439	66,153
5 Grand Totals, 1903 .....	5,734	2,625	468	2,344	297	16,298	11,183	4,362	36,819	68,662
6 Increases .....	24	34	.....	4	.....	.....	.....	.....	.....	.....
7 Decreases .....	.....	.....	3	.....	11	621	1,002	506	380	2,509
8 Percentages.....	.....	46.18	8 07	40.78	4.97	23.70	15.39	5.83	55.08	.....

\* In the City of Toronto there were set out 48 shrubs, 5,560 bulbs and 15,470 plants.

† To each school.

## SCHOOLS.—Continued.

Houses, Prayers, Etc.

Maps and Globes.		Examinations. Prizes.		Lectures.			Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using the Bible.	Number of Schools imparting Religious Instruction.
Number of Maps.	Number of Globes.	Number of Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.					
1 46,020	4,890	2,160	594	838	227	1,065	5,389	3,056	4,983	2,237	1,015
2 6,991	268	97	98	4	88	92	*	47	170	156	1
3 2,886	340	67	32	105	39	144	163	108	231	144	23
4 55,897	5,498	2,324	724	947	354	1,301	5,552	3,211	5,384	2,537	1,039
5 55,758	5,408	2,494	699	1,074	346	1,420	7,724	3,134	5,551	2,551	980
6 139	90	.....	25	.....	8	.....	.....	77	.....	.....	59
7 .....	.....	170	.....	127	.....	119	2,172	.....	167	14	.....
8 † 9.71	† .95	.....	12.57	72.79	27.21	.....	.....	55.76	93.5	44.06	18.04

## THE PUBLIC

## V.—Table E.—

## Receipts.

Counties (including incorporated villages but not cities or towns), etc.	Legislative grants.	Municipal grants and assess- ments.	Clergy Reserve fund, balances and other sources	Total receipts for all Public School pur- poses.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant .....	2,190 58	29,243 24	22,670 90	54,104 72
2 Bruce .....	8,091 43	98,157 08	44,297 29	150,545 80
3 Carleton .....	5,200 36	52,466 00	17,955 23	75,621 59
4 Dufferin .....	3,353 67	45,632 09	14,436 25	63,422 01
5 Dundas .....	3,362 18	39,364 40	11,785 54	54,512 12
6 Durham .....	3,219 86	44,687 54	20,905 31	68,812 71
7 Elgin .....	5,073 81	53,629 60	33,025 59	91,729 00
8 Essex .....	4,333 20	51,147 42	26,041 21	81,521 83
9 Frontenac .....	4,619 25	40,671 90	17,047 36	62,338 51
10 Glengarry .....	2,587 49	27,102 44	10,362 10	40,052 03
11 Grey .....	8,262 20	95,202 49	46,310 98	149,775 67
12 Haldimand .....	3,035 30	37,774 13	17,786 62	58,596 05
13 Haliburton, etc. ....	10,595 55	25,975 07	11,014 86	47,585 48
14 Halton .....	2,607 33	27,705 85	15,627 88	45,941 06
15 Hastings .....	7,826 59	68,222 54	40,030 03	116,079 16
16 Huron .....	8,361 32	93,485 09	40,375 80	142,222 21
17 Kent .....	6,461 90	65,984 35	52,230 75	124,677 00
18 Lambton .....	6,770 58	82,772 80	50,930 65	140,474 03
19 Lanark .....	4,110 32	37,257 77	16,400 20	57,768 29
20 Leeds and Grenville .....	7,338 86	81,226 46	32,231 03	120,796 35
21 Lennox and Addington .....	3,681 53	35,422 17	16,854 30	55,958 00
22 Lincoln .....	2,800 08	35,312 22	17,657 22	55,769 52
23 Middlesex .....	7,060 82	88,866 81	44,500 12	140,427 75
24 Norfolk .....	3,797 37	44,800 70	27,578 70	76,176 77
25 Northumberland .....	4,146 33	49,073 44	22,688 52	75,908 29
26 Ontario .....	5,554 30	56,914 87	25,503 60	87,972 77
27 Oxford .....	4,956 36	63,726 18	40,263 12	108,945 66
28 Peel .....	2,738 74	38,253 49	20,008 53	61,000 76
29 Perth .....	4,489 23	54,728 46	25,957 36	85,175 05
30 Peterborough .....	4,159 93	38,535 90	14,356 83	57,052 66
31 Prescott and Russell .....	4,074 28	34,180 23	24,535 12	62,789 63
32 Prince Edward .....	2,349 70	28,633 61	15,959 93	46,943 24
33 Renfrew .....	6,598 48	47,265 47	19,786 54	73,650 49
34 Simcoe and W. Muskoka .....	15,673 63	117,313 72	58,718 36	191,705 71
35 Stormont .....	2,884 33	28,643 58	8,292 20	39,820 11
36 Victoria and S.E. Muskoka .....	8,041 66	54,166 72	18,728 52	80,936 90
37 Waterloo .....	4,062 50	54,825 29	47,337 14	106,224 93
38 Welland .....	3,290 83	37,986 61	21,382 81	62,660 25
39 Wellington .....	5,997 72	77,165 11	45,113 22	128,276 05
40 Wentworth .....	3,726 44	39,403 79	34,248 16	77,378 39
41 York .....	7,288 69	95,936 65	81,070 99	184,296 33
42 Rainy River and Thunder Bay .....	6,542 12	17,908 06	11,342 66	35,792 84
43 Algoma and Manitoulin .....	15,582 85	37,989 90	22,201 52	75,774 27
44 N. Nipissing, etc .....	8,270 00	19,845 93	10,110 23	38,226 16
45 W. Parry Sound .....	10,611 50	23,313 23	7,126 44	41,051 17
46 Moose Fort and Albany .....	200 00	.....	.....	200 00
Totals .....	255,981 20	2,317,920 40	1,222,787 72	3,796,689 32



SCHOOLS.—Continued.

Financial Statement.

Expenditure.					
Teachers' salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
24,909 04	1,461 67	557 23	9,322 65	36,250 59	17,854 13
74,892 30	13,545 06	1,037 16	28,415 91	117,890 43	32,655 37
47,145 82	4,862 97	1,605 87	11,413 91	65,028 57	10,593 02
32,929 32	1,830 62	936 17	14,689 60	50,385 71	13,036 30
34,220 14	3,400 94	487 19	9,425 99	47,534 26	6,977 86
37,501 83	4,322 00	250 86	10,962 63	53,037 32	15,775 39
44,106 06	4,054 99	2,048 17	15,707 27	65,916 49	25,812 51
41,374 07	4,264 61	402 19	15,936 96	61,977 83	19,544 00
36,349 10	2,714 33	886 76	9,727 23	49,677 42	12,661 09
23,001 64	1,384 78	676 77	6,000 65	31,063 84	8,988 19
81,292 20	8,298 81	1,254 17	29,936 78	120,781 96	28,993 71
29,821 25	2,933 09	380 97	8,815 75	41,951 06	16,644 99
28,216 35	2,181 22	416 92	9,193 73	40,008 22	7,577 26
26,439 54	745 07	267 31	9,783 55	37,235 47	8,705 59
60,984 16	13,975 39	1,608 64	18,067 45	94,635 64	21,443 52
76,759 20	8,913 07	2,290 14	24,499 28	112,461 69	29,760 52
54,490 57	6,401 10	1,012 01	20,717 79	82,621 47	42,055 53
68,363 02	17,445 14	1,317 31	25,335 35	112,460 82	28,013 21
34,587 57	850 59	535 65	8,958 85	44,932 66	12,835 63
71,690 90	5,878 37	1,055 32	19,118 69	97,743 28	23,053 07
32,117 00	2,885 08	324 34	8,695 04	44,021 46	11,936 54
27,477 10	749 76	862 48	12,026 53	41,115 87	14,653 65
70,191 27	4,895 46	2,483 88	24,706 06	102,276 67	38,151 08
38,131 52	905 35	676 14	9,920 17	49,633 18	26,543 59
41,612 16	2,369 08	487 58	13,137 97	57,606 79	18,301 50
47,743 24	2,756 05	1,535 00	16,484 04	68,518 33	19,454 44
51,276 71	761 77	1,502 01	16,894 65	70,435 14	38,510 52
30,496 68	5,585 48	1,339 42	11,515 57	48,937 15	12,063 61
42,943 79	4,532 79	1,082 07	16,954 91	65,513 56	19,661 49
32,826 92	4,372 65	841 72	8,892 22	46,933 51	10,119 15
29,471 16	9,459 91	1,295 48	11,175 14	51,401 69	11,387 94
25,304 54	1,695 90	1,938 63	5,707 57	34,646 64	12,296 60
41,056 29	8,301 32	1,791 13	11,406 58	62,555 32	11,095 17
99,570 35	18,462 16	3,402 58	26,023 80	147,458 89	44,246 82
25,512 66	3,192 05	167 85	6,241 42	35,113 98	4,706 13
46,337 88	4,359 23	1,581 30	14,526 89	66,805 30	14,131 60
43,290 19	4,290 14	369 58	13,969 43	61,919 34	44,305 59
33,288 93	532 94	914 01	9,516 69	44,252 57	18,407 68
60,280 91	12,817 35	1,344 64	21,428 08	95,870 98	32,405 07
33,256 20	5,874 03	1,495 96	11,108 14	51,734 33	25,644 06
74,639 99	24,480 30	1,714 39	33,532 95	134,367 63	49,928 70
16,556 68	9,441 17	748 36	6,396 01	33,142 22	2,650 62
36,124 88	7,872 71	1,149 62	13,955 21	59,102 42	16,671 85
17,735 20	6,779 60	441 56	9,126 55	34,082 91	4,143 25
24,806 12	2,103 91	280 08	7,622 71	34,812 82	6,238 35
160 00	.....	.....	40 00	200 00	.....
1,951,282 45	258,940 01	48,796 62	647,034 35	2,906,053 43	890,635 89

## THE PUBLIC

## V.—Table E.—

Cities.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Belleville.....	1,026 00	11,296 86	514 38	12,837 24
2 Brantford.....	2,367 65	38,175 30	3,744 27	44,287 22
3 Chatham.....	1,284 10	20,459 86	3,558 51	25,302 47
4 Guelph.....	2,056 45	31,158 63	825 86	34,040 94
5 Hamilton.....	7,127 10	119,806 72	11,628 40	138,562 22
6 Kingston.....	2,279 35	28,686 00	1,750 90	32,716 25
7 London.....	*6,770 60	98,099 76	2,523 82	107,394 18
8 Niagara Falls.....	844 00	11,000 00	430 98	12,274 98
9 Ottawa.....	5,646 45	106,762 00	20,139 98	132,548 43
10 St. Catharines.....	1,179 00	15,073 00	146 00	16,398 00
11 St. Thomas.....	1,642 00	24,103 17	1,240 19	26,985 36
12 Stratford.....	1,788 20	18,150 00	2,068 12	22,006 32
13 Toronto.....	31,233 40	593,826 00	38,083 55	663,142 95
14 Windsor.....	1,490 00	28,150 00	219 01	29,859 01
15 Woodstock.....	1,361 00	14,950 00	2,341 71	18,652 71
Totals.....	68,095 30	1,159,697 30	89,215 68	1,317,008 28
Towns.				
1 Alexandria.....	65 00	700 90	1,480 43	2,246 33
2 Alliston.....	352 00	2,300 00	595 13	3,247 13
3 Almonte.....	270 00	5,488 74	646 90	6,405 64
4 Amherstburg.....	330 00	2,600 00	1,629 96	4,559 96
5 Arnprior.....	275 00	4,062 37	4,052 26	8,389 63
6 Aurora.....	201 00	2,600 00	807 31	3,608 31
7 Aylmer.....	291 65	4,661 69	302 81	5,256 15
8 Barrie.....	776 00	10,556 32	425 28	11,757 60
9 Berlin.....	1,404 75	30,208 38	771 33	32,384 46
10 Blenheim.....	287 00	4,112 93	679 94	5,079 87
11 Bothwell.....	204 00	1,521 00	672 56	2,397 56
12 Bowmanville.....	339 00	4,800 00	224 14	5,363 14
13 Bracebridge.....	623 00	7,453 24	303 64	8,379 88
14 Brampton.....	495 00	4,556 93	342 88	5,394 81
15 Brockville.....	1,346 00	14,700 00	984 11	17,030 11
16 Bruce Mines.....	287 00	350 00	1,699 33	2,336 33
17 Cache Bay.....	69 00	695 26	4,315 20	5,079 46
18 Carleton Place.....	503 00	5,500 00	34 83	6,037 83
19 Clinton.....	427 00	3,150 00	384 33	3,961 33
20 Cobourg.....	386 05	6,640 00	17 73	7,043 78
21 Collingwood.....	850 00	13,200 00	887 78	14,937 78
22 Copper Cliff.....	291 00	3,879 68	1,032 92	5,203 60
23 Cornwall.....	471 00	6,150 10	1,191 42	7,812 52
24 Deseronto.....	429 00	5,300 00	359 79	6,088 79
25 Dresden.....	293 00	2,950 00	260 85	3,503 85
26 Dundas.....	324 00	5,029 00	245 83	5,598 83
27 Dunnville.....	269 00	3,143 40	16,528 16	19,940 56
28 Durham.....	558 00	3,841 56	1,174 07	5,573 63
29 East Toronto.....	211 00	4,200 00	1,693 53	6,104 53
30 Essex.....	177 00	2,374 34	43 62	2,594 96

\* Grant of \$1,500 *re* Normal School included.

SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.					
Teachers' salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes. 1	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 9,158 36			3,159 46	12,317 82	519 42
2 22,804 54	7,175 30	1,575 75	12,731 63	44,287 22	
3 13,133 27			11,626 49	24,759 76	542 71
4 15,623 42	10,170 08	142 10	8,105 34	34,040 94	
5 87,625 89	19,426 47	5,528 28	25,924 53	138,505 17	57 05
6 21,866 15		1,578 93	8,848 29	32,293 37	422 88
7 68,768 34	4,897 01		33,728 83	107,394 18	
8 7,825 00		75 35	3,495 14	11,395 49	879 49
9 76,688 60	13,210 21	3,645 40	32,285 77	125,829 98	6,718 45
0 10,707 16	495 00		5,107 07	16,309 23	88 77
1 18,687 31	815 36	43 10	7,373 39	26,919 16	66 20
2 12,860 60	1,045 57	1,312 08	6,714 89	21,933 14	73 18
3 432,158 07	49,885 52	8,882 49	164,949 06	655,875 14	7,267 81
4 18,971 71	650 65	53 43	7,841 64	27,517 43	2,341 58
5 12,517 50		1,073 82	4,429 39	18,020 71	632 00
829,395 92	107,771 17	23,910 73	336,320 92	1,297,398 74	19,609 54
1 864 83	16 99	9 00	1,190 19	2,081 01	165 32
2 2,337 10			780 31	3,117 41	129 72
3 4,272 47		4 50	1,545 62	5,822 59	583 05
4 2,745 00	685 47		874 71	4,305 18	254 78
5 3,675 00			2,033 65	5,708 65	2,680 98
6 2,274 96		14 93	572 13	2,862 02	746 29
7 3,225 33	710 17	34 98	1,036 50	5,006 98	249 17
8 8,493 03	410 40	37 25	2,600 31	11,540 99	216 61
9 14,451 61	9,960 12	2,329 85	5,618 87	32,360 45	24 01
10 2,923 45	449 08	59 85	1,233 42	4,665 80	414 07
11 1,613 07	55 25		349 14	2,017 46	380 10
12 4,308 68	83 89		839 59	5,232 16	130 98
13 4,621 50		109 34	3,262 83	7,993 67	386 21
14 4,134 09	65 85	18 00	1,160 30	5,378 24	16 57
15 10,437 17	398 38		5,540 38	16,411 93	618 18
16 1,525 00			797 09	2,322 09	14 24
17 725 00	82 75	30 00	4,241 71	5,079 46	
18 4,373 14		27 25	1,101 01	5,501 40	536 43
19 2,987 50			861 40	3,848 90	112 43
20 4,335 25			2,392 04	6,727 29	316 49
21 9,681 43	542 92	363 26	4,350 17	14,937 78	
22 2,855 00	308 49	54 35	1,577 71	4,795 55	408 05
23 5,215 60	270 06		2,325 72	7,811 38	1 14
24 4,439 54		3 50	1,296 10	5,739 14	349 65
25 2,941 28		25 85	536 72	3,503 85	
26 4,314 51		10 00	1,225 58	5,550 09	48 74
27 2,607 11	7,209 27		621 89	10,438 27	9,502 29
28 3,301 97	1,510 38	19 00	705 39	5,536 74	36 89
29 4,635 70		270 00	1,019 56	5,925 26	179 27
30 2,087 70			491 11	2,578 81	16 15



THE PUBLIC

V.—Table E.

Towns.—Continued.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
31 Forest .....	341 00	2,500 00	526 86	3,367 86
32 Fort Frances .....	129 00	1,972 10	235 94	2,337 04
33 Fort William .....	523 00	8,434 05	1,422 94	10,379 99
34 Galt .....	948 35	14,900 00	628 98	16,477 33
35 Gananoque .....	597 00	6,237 56	424 04	7,258 60
36 Goderich .....	579 00	5,213 29	2,436 04	8,228 33
37 Gore Bay .....	487 00	1,105 00	572 20	2,164 20
38 Gravenhurst .....	267 00	4,685 56	64 57	5,017 13
39 Haileybury .....	100 00	600 00	3,137 17	3,837 17
40 Harriston .....	219 00	2,781 00	35 84	3,035 84
41 Hawkesbury .....	32 00	2,800 00	540 23	3,372 23
42 Hespeler .....	315 15	4,896 00	60 71	5,271 86
43 Huntsville .....	467 00	13,800 00	176 45	14,443 45
44 Ingersoll .....	970 85	6,624 50	352 02	7,947 37
45 Kincardine .....	441 00	4,636 08	468 58	5,545 66
46 Kingsville .....	252 00	3,547 61	2,754 13	6,553 74
47 Leamington .....	318 00	4,324 00	199 65	4,841 65
48 Lindsay .....	800 00	12,855 80	112 00	13,767 80
49 Listowel .....	335 45	4,473 00	144 24	4,952 69
50 Little Current .....	221 00	1,439 00	811 24	2,471 24
51 Massey .....	40 50	150 00	989 01	1,179 51
52 Mattawa .....	34 00	950 00	161 16	1,145 16
53 Meaford .....	393 00	4,007 00	174 93	4,574 93
54 Midland .....	559 00	7,000 00	549 53	8,108 53
55 Milton .....	490 00	2,676 58	721 12	3,887 70
56 Mitchell .....	376 00	3,224 00	144 23	3,744 23
57 Mount Forest .....	401 00	3,654 00	354 54	4,409 54
58 Napanee .....	498 00	5,750 00	260 45	6,508 45
59 New Liskeard .....	121 00	1,800 00	492 19	2,413 19
60 Newmarket .....	409 00	3,875 00	765 71	5,049 71
61 Niagara .....	174 00	2,100 00	459 36	2,733 36
62 North Bay .....	282 00	4,938 00	389 18	5,609 18
63 North Toronto .....	284 00	4,974 72	262 49	5,521 21
64 Oakville .....	186 00	3,548 99	42 16	3,777 15
65 Orangeville .....	462 00	4,437 00	452 55	5,351 55
66 Orillia .....	485 00	8,300 00	6,767 44	15,552 44
67 Oshawa .....	466 00	6,800 00	1,050 70	8,316 70
68 Owen Sound .....	1,252 55	17,022 00	1,440 65	19,715 20
69 Palmerston .....	271 00	3,529 00	42 60	3,842 60
70 Paris .....	368 00	5,200 00	34 58	5,602 58
71 Parkhill .....	138 00	2,245 00	154 56	2,537 56
72 Parry Sound .....	1,040 00	8,162 50	126 47	9,328 97
73 Pembroke .....	325 00	4,961 76	9 00	5,295 76
74 *Penetanguishene .....	338 00	3,774 02	651 58	4,763 60
75 Perth .....	459 00	4,405 24	169 63	5,033 87
76 Peterborough .....	1,363 30	23,000 00	5,945 71	30,309 01
77 Petrolia .....	475 00	8,500 00	2 76	8,977 76
78 Picton .....	549 50	5,500 00	4,135 86	10,185 36
79 Port Arthur .....	401 00	7,495 00	153 21	8,049 21
80 Port Hope .....	648 00	6,941 35	467 40	8,056 75
81 Prescott .....	434 00	3,340 81	314 73	4,089 54

\* Including Protestant Separate School.

## SCHOOLS.—Continued.

## Financial Statement.—Continued.

## Expenditure.

Teachers' salaries.		Sites, and building school houses.		Libraries, maps, apparatus, prizes and school books.		Rent and repairs, fuel, and other expenses.		Total expenditure for all Public School purposes.		Balances.	
	\$ c.	\$ c.		\$ c.		\$ c.		\$ c.		\$ c.	
31	2,665 00			82 91		364 46		3,112 37		255 49	
32	1,447 75			117 07		755 95		2,320 77		16 27	
33	5,966 20	910 30		184 01		3,319 48		10,379 99			
34	11,305 00	150 50		97 45		4,924 38		16,477 33			
35	5,124 97			167 70		1,920 33		7,213 00		45 60	
36	4,534 40	2,291 04		34 90		1,367 99		8,228 33			
37	1,800 00					317 88		2,117 88		46 32	
38	3,322 63	447 95		12 55		1,234 00		5,017 13			
39	532 50	2,464 70				790 97		3,788 17		49 00	
40	2,020 00	73 58		4 75		679 47		2,777 80		258 04	
41	1,272 50	500 00				763 14		2,535 64		836 59	
42	3,450 00	298 37		25 37		1,498 12		5,271 86			
43	3,027 57	10,020 76		30 04		724 59		13,802 96		640 49	
44	5,775 00			61 81		2,081 89		7,918 70		28 67	
45	3,351 25					1,406 37		4,757 62		788 04	
46	2,977 09	85 20		48 60		3,410 45		6,521 34		32 40	
47	2,949 28	413 00				983 69		4,345 97		495 68	
48	9,242 34					4,228 12		13,470 46		297 34	
49	3,249 02					1,450 19		4,699 21		253 48	
50	1,447 58			8 10		574 10		2,029 78		441 46	
51	851 08					280 45		1,131 53		47 98	
52	866 17					278 99		1,145 16			
53	3,355 00					1,219 93		4,574 93			
54	5,531 50	925 00				1,333 89		7,790 39		318 14	
55	2,851 52	223 00				420 98		3,495 50		392 20	
56	2,992 98			33 44		647 86		3,674 28		69 95	
57	3,211 09					1,194 03		4,405 12		4 42	
58	4,386 30			20 70		1,369 25		5,776 25		732 20	
59	1,343 00	130 00		30 00		854 99		2,357 99		55 20	
60	2,768 00					2,256 78		5,024 78		24 93	
61	1,485 00			15 00		983 47		2,483 47		249 89	
62	2,790 00			75 00		2,744 06		5,609 06		12	
63	3,421 91	412 17		71 00		1,489 46		5,394 54		126 67	
64	2,022 40			31 00		1,723 75		3,777 15			
65	3,957 32			13 95		1,379 19		5,350 46		1 09	
66	6,871 68			77 28		2,205 74		9,154 70		6,397 74	
67	5,193 60	947 55		353 05		1,822 50		8,316 70			
68	12,114 50	2,516 02		50 44		2,963 46		17,644 42		2,070 78	
69	2,760 00					1,012 60		3,772 60		70 00	
70	3,940 75					1,625 63		5,566 38		36 20	
71	1,575 00			13 00		562 74		2,150 74		386 82	
72	5,010 07	1,965 83		440 46		1,729 39		9,145 75		183 22	
73	4,052 31			38 20		1,205 25		5,295 76			
74	3,428 66	258 50		5 00		873 49		4,565 65		297 95	
75	3,655 00					1,314 81		4,969 81		64 06	
76	16,871 96	51 80		53 00		13,332 25		30,309 01			
77	6,361 35					2,475 05		8,836 40		141 36	
78	4,748 48			284 35		2,113 61		7,146 44		3,038 92	
79	5,327 35	2 65		102 08		2,349 64		7,781 72		267 49	
80	6,305 00			29 00		1,722 75		8,056 75			
81	3,162 83			26 80		841 04		4,030 67		58 87	

## THE PUBLIC

## V.—Table E.

Towns.— <i>Concluded.</i>	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
82 Preston .....	265 30	3,000 00	1,321 52	4,586 82
83 Rainy River .....	136 00	2,250 00	630 58	3,016 58
84 Rat Portage (Kenora).....	754 00	10,088 56	28 00	10,870 56
85 Renfrew .....	386 00	4,253 26	274 94	4,914 20
86 Ridgetown .....	274 00	3,654 12	55 94	3,984 06
87 St. Mary's.....	418 00	5,000 00	527 94	5,945 94
88 Sandwich .....	88 00	.....	1,274 87	1,362 87
89 Sarnia .....	1,005 00	28,618 36	924 24	30,547 60
90 Sault Ste. Marie.....	1,129 00	11,511 00	575 68	13,215 68
91 Seaforth .....	210 00	2,800 00	936 84	3,946 84
92 Simcoe.....	535 45	3,979 01	769 46	5,283 92
93 Smith's Falls .....	727 00	9,120 12	10 19	9,857 31
94 Stayner .....	339 00	3,860 00	195 18	4,394 18
95 Steelton .....	151 50	9,526 27	57 99	9,735 76
96 Strathroy .....	523 00	4,746 00	114 53	5,383 53
97 Sturgeon Falls.....	155 00	3,192 04	206 59	3,553 63
98 Sudbury .....	128 00	2,700 00	1,098 17	3,926 17
99 Thessalon .....	232 00	2,130 00	42 24	2,404 24
100 Thornbury .....	95 00	1,840 85	41 74	1,977 59
101 Thorold.....	166 00	2,850 00	54 87	3,070 87
102 Tillsonburg .....	292 15	4,848 96	37 66	5,178 77
103 Toronto Junction.....	1,181 60	31,961 08	699 63	33,842 31
104 Trenton.....	461 00	4,478 74	821 81	5,761 55
105 Uxbridge .....	192 00	2,688 98	229 25	3,110 23
106 Vankleekhill .....	277 00	2,837 75	312 80	3,427 55
107 Walkerton .....	402 00	4,037 58	199 44	4,639 02
108 Walkerville .....	428 00	7,500 00	35 91	7,963 91
109 Wallaceburg .....	509 00	5,170 00	320 79	5,999 79
110 Waterloo .....	379 90	7,100 00	133 50	7,613 40
111 Welland .....	360 45	2,900 00	2,124 74	5,385 19
112 Whitby .....	393 00	4,550 00	70 24	5,013 24
113 Wiarton .....	297 00	3,750 00	334 69	4,381 69
114 Wingham .....	475 00	3,700 25	508 50	4,683 75
Totals .....	48,235 45	647,455 29	101,547 86	797,238 60
Totals.				
1 Counties, etc .....	255,981 20	2,317,920 40	1,222,787 72	3,796,689 32
2 Cities .....	68,095 30	1,159,697 30	89,215 68	1,317,008 28
3 Towns .....	48,235 45	647,455 29	101,547 86	797,238 60
4 Grand totals, 1904.....	372,311 95	4,125,072 99	1,413,551 26	5,910,936 20
5 " 1903.....	357,964 25	3,957,108 16	1,273,539 07	5,588,611 48
6 Increases .....	14,347 70	167,964 83	140,012 19	322,324 72
7 Decreases .....	.....	.....	.....	.....
8 Percentages .....	6.3	69.79	23.91	.....

Cost per pupil, enrolled attendance : Counties, etc., \$10.94 ; Cities, \$19.06 ;



SCHOOLS.—*Concluded.*Financial Statement.—*Concluded.*

## Expenditure.

Teachers' salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
82	3,233 00		992 45	4,225 45	361 37
83	905 53	895 12	1,126 18	2,992 08	24 50
84	6,965 00	66 20	2,850 59	9,881 79	988 77
85	3,634 80	11 26	929 25	4,590 13	324 07
86	2,996 05		935 38	3,944 63	39 43
87	4,067 59	5 40	1,872 95	5,945 94	
88	912 50		342 92	1,255 42	107 45
89	9,675 48	16,189 22	4,593 44	30,547 60	
90	8,869 81		4,312 74	13,182 55	33 13
91	2,420 00		992 19	3,446 47	500 37
92	4,199 50	1 37	498 70	4,850 86	433 06
93	7,047 75		2,660 97	9,857 31	
94	2,169 32	1 10	2,071 89	4,275 84	118 34
95	4,326 49	1,085 80	3,449 09	8,999 92	735 84
96	4,056 25		1,243 58	5,377 23	6 30
97	1,750 98	29 30	1,280 45	3,067 98	485 65
98	1,972 50		1,744 66	3,814 12	112 05
99	1,960 00		437 44	2,397 44	6 80
100	1,416 99		554 95	1,976 84	75
101	2,029 67		1,037 72	3,067 39	3 48
102	3,368 00		1,810 77	5,178 77	
103	13,550 00	9,381 50	10,386 39	33,317 89	524 42
104	3,666 12		1,528 51	5,371 63	389 92
105	2,473 21		603 47	3,076 68	33 55
106	1,964 00	1 25	727 40	2,692 65	734 90
107	3,540 78		971 82	4,512 60	126 42
108	4,726 68	342 70	1,784 00	7,082 41	881 50
109	4,687 00		1,034 90	5,832 65	167 14
110	5,133 37		2,216 00	7,527 65	85 75
111	2,314 50	296 00	722 92	3,333 42	2,051 77
112	3,700 00		1,250 98	4,964 68	48 56
113	3,410 00		936 14	4,346 14	35 55
114	3,642 10		832 98	4,475 08	208 67
	465,895 88	76,153 61	7,643 15	200,037 57	749,730 21
					47,508 39
1	1,951,282 45	258,940 01	48,796 62	2,906,053 43	890,635 89
2	829,395 92	107,771 17	23,910 73	1,297,398 74	19,609 54
3	465,895 88	76,153 61	7,643 15	749,730 21	47,508 39
4	3,246,574 25	442,864 79	80,350 50	4,953,182 38	957,753 82
5	3,096,132 36	347,955 03	67,515 56	4,653,550 34	935,061 14
6	150,441 89	94,909 76	12,834 94	41,445 45	22,692 68
7	65.55	8.94	1.62	23.89	

Towns, \$11.85 ; Province, \$12.48.

## ROMAN CATHOLIC

I.—Table F.—Financial Statement.

Counties, (including incorporated villages, but not cities or towns), etc.	Number of Schools.	Receipts.				Expendi- ture.
		Legislative grants.	Municipal grants and assess- ments.	Balances, subscribed and other sources.	Total amount received.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Bruce .....	7	463 50	4,590 69	2,138 98	7,193 17	3,736 66
2 Carleton .....	16	949 00	8,353 63	1,480 20	10,782 83	5,427 62
3 Essex .....	26	1,391 00	13,805 25	7,733 79	22,930 04	11,252 95
4 Frontenac .....	12	548 00	3,523 67	883 97	4,955 64	3,060 00
5 Grey .....	7	275 00	2,190 46	910 97	3,376 43	1,861 50
6 Hastings .....	7	307 00	1,810 09	789 32	2,906 41	1,830 00
7 Huron .....	9	258 00	4,187 86	3,427 50	7,873 36	2,964 00
8 Kent .....	10	398 26	4,530 96	2,810 34	7,739 56	3,525 65
9 Lambton .....	2	61 00	647 05	127 37	835 42	550 00
10 Lanark .....	3	125 00	794 25	158 96	1,078 21	755 00
11 Leeds and Grenville .....	5	248 00	1,535 48	406 84	2,190 32	1,510 50
12 Lennox and Addington .....	2	112 00	573 12	85 76	710 88	560 00
13 Lincoln .....	2	75 00	1,101 02	290 19	1,466 21	800 00
14 Middlesex .....	6	171 00	1,992 01	376 35	2,539 36	1,687 90
15 Norfolk .....	1	46 00	452 12	288 51	786 63	350 00
16 Northumberland .....	6	315 00	2,221 42	1,022 25	3,558 67	1,895 00
17 Ontario .....	1	75 00	321 96	761 34	1,158 30	750 00
18 Peel .....	1	53 00	136 22	38 87	228 09	220 00
19 Perth .....	7	194 00	3,246 19	2,049 37	5,489 56	2,366 25
20 Peterborough .....	1	51 00	356 36	4 53	411 89	261 56
21 Prescott and Russell .....	73	2,848 00	25,135 38	12,956 28	40,939 66	20,586 86
22 Renfrew .....	12	1,090 00	3,416 88	3,263 18	7,770 06	3,547 83
23 Simcoe .....	3	212 00	1,192 58	292 84	1,697 42	1,115 00
24 Stormont, Dundas and Glengarry .....	13	673 00	4,481 09	3,980 03	9,134 12	4,474 82
25 Waterloo .....	7	304 00	4,818 82	3,562 88	8,685 70	2,955 00
26 Wellington .....	8	285 00	3,458 92	985 18	4,729 10	2,530 00
27 Wentworth .....	1	41 00	125 00	87 56	253 56	225 00
28 York .....	2	48 00	539 44	460 11	1,047 55	520 00
29 Districts .....	23	2,486 00	5,440 80	4,591 15	12,517 95	6,017 42
Totals .....	273	14,102 76	104,978 72	55,964 62	175,046 10	87,336 52
Cities						
1 Belleville .....	2	286 00	2,115 88	150 51	2,552 39	1,735 00
2 Brantford .....	2	240 00	1,946 25	1,019 03	3,205 28	1,150 00
3 Chatham .....	1	199 00	2,469 33	1,222 07	3,890 40	1,249 98
4 Guelph .....	3	258 00	3,476 83	133 03	3,867 86	1,900 00
5 Hamilton .....	8	1,120 00	11,800 00	1,427 07	14,347 07	7,765 00
6 Kingston .....	3	459 00	11,728 08	3,473 81	15,660 89	3,972 13
7 London .....	1	704 00	8,446 51	3,255 87	12,406 38	3,466 67
8 Niagara Falls .....	1	112 00	922 37	1,478 13	2,512 50	600 00
9 Ottawa .....	23	3,975 00	48,750 00	46,834 01	99,559 01	29,607 80
10 St. Catharines .....	3	175 00	4,090 82	95 87	4,456 69	2,040 00
11 St. Thomas .....	1	282 00	1,913 95	4,824 93	6,923 88	1,000 00
12 Stratford .....	1	247 00	2,516 40	992 48	3,755 88	1,300 00
13 Toronto .....	22	3,787 00	50,385 36	11,306 33	65,478 69	23,200 00
14 Windsor .....	2	492 00	6,336 00	.....	6,828 00	5,428 20
15 Woodstock .....	1	66 00	485 50	445 50	1,000 00	600 00
Totals .....	80	12,402 00	157,383 28	76,659 64	246,444 92	85,014 78

## SEPARATE SCHOOLS.

## Teachers, Etc.

ture.					Teachers.				
Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female (in addition members of Religious Orders received free residence).
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
1 502 42	87 46	1,681 10	6,007 64	1,185 53	15	4	11	380	200
2 2,005 30	247 88	1,703 23	9,384 03	1,398 80	29	.....	29	.....	214
3 885 02	366 37	8,233 57	20,737 91	2,192 13	40	6	34	346	267
4 405 55	16 25	774 38	4,256 18	699 46	12	3	9	237	261
5 76 00	40 47	447 47	2,425 44	950 99	7	1	6	300	284
6 16 10	.....	455 54	2,301 64	604 77	7	1	6	240	265
7 2,869 86	35 80	761 37	6,630 83	1,242 53	10	.....	10	.....	302
8 1,508 39	80 18	1,319 54	6,433 76	1,305 80	12	2	10	437	271
9 8 12	.....	125 08	683 20	152 22	2	.....	2	.....	275
10 175 36	.....	84 04	1,014 40	63 81	3	1	2	280	237
11 22 05	.....	617 37	2,149 92	40 40	8	1	7	250	189
12 116 02	6 75	58 42	741 19	29 69	2	1	1	225	335
13 343 00	20 90	249 45	1,413 35	52 86	4	.....	4	.....	200
14 160 96	8 12	406 86	2,263 84	275 52	6	1	5	300	263
15	20 65	50 00	420 65	365 98	1	.....	1	.....	360
16 467 00	30 79	612 16	3,004 95	553 72	7	.....	7	.....	271
17 269 01	.....	127 31	1,146 32	11 98	2	1	1	500	250
18	.....	7 87	227 87	22	1	.....	1	.....	220
19 1,305 06	131 97	944 32	4,747 60	741 96	8	1	7	315	302
20 4 95	29 20	34 39	330 10	81 79	1	.....	1	.....	260
21 7,197 55	551 88	4,454 11	32,790 40	8,149 26	95	10	85	300	222
22 673 11	323 21	760 09	5,304 24	2,465 82	15	.....	15	.....	233
23 50 00	.....	348 28	1,513 28	184 14	5	1	4	425	187
24 2,653 50	342 57	818 59	8,289 48	844 64	18	1	17	300	266
25 1,616 82	1 75	1,161 57	5,735 14	2,950 56	12	1	11	400	232
26 737 13	41 45	583 39	3,891 97	837 13	10	.....	10	.....	253
27 3 12	6 44	19 00	253 56	.....	1	.....	1	.....	225
28	17 25	205 77	743 02	304 53	2	.....	2	.....	210
29 2,301 35	327 19	1,935 72	10,581 68	1,936 27	25	3	22	353	245
26,372 55	2,734 53	28,979 99	145,423 59	29,622 51	360	39	321	328	242
1 70 00	.....	531 50	2,336 50	215 89	6	1	5	600	200
2 624 97	.....	1,232 43	3,007 40	197 88	5	.....	5	.....	230
3 1,288 29	29 20	1,118 98	3,686 45	203 95	7	.....	7	.....	200
4 515 88	142 55	1,233 61	3,792 04	75 82	8	.....	8	.....	230
5 2,415 75	985 05	2,673 34	13,839 14	507 93	37	.....	37	.....	190
6 1,939 27	147 00	4,235 27	10,293 67	5,367 22	13	1	12	700	240
7 6,139 87	150 00	2,526 00	12,282 54	123 84	20	.....	20	.....	206
8 900 00	.....	810 50	2,310 50	202 00	3	.....	3	.....	200
9 39,028 60	689 91	30,232 70	99,559 01	.....	125	38	87	408	240
10 1,292 50	.....	1,124 19	4,456 69	.....	9	1	8	600	180
11 5,499 84	15 00	400 82	6,915 66	8 22	5	.....	5	.....	200
12 895 25	85 20	1,354 26	3,634 71	121 17	6	.....	6	.....	217
13 12,479 56	1,365 25	25,368 36	62,413 17	3,065 52	105	26	79	323	200
14 730 00	66 80	603 00	6,828 00	.....	13	.....	13	.....	400
15	.....	400 00	1,000 00	.....	2	.....	2	.....	300
73,819 78	3,675 96	73,844 96	236,355 48	10,089 44	364	67	297	385	223



## ROMAN CATHOLIC

I.—Table F.—Financial

Towns.	Number of schools.	Receipts.						Expendi-			
		Legislative grants.		Municipal grants and assessments.		Balances, subscribed and from other sources.	Total amount received.	Teachers' salaries.			
		\$	c.	\$	c.	\$	c.	\$	c.		
1 Alexandria.....	2	185	00	2,243	69	575	35	3,004	04	1,750	00
2 Almonte.....	1	85	00	1,113	50	90	00	1,288	50	800	00
3 Amherstburg.....	1	234	00	899	75	2,510	59	3,644	34	1,695	00
4 Arnprior.....	2	174	00	2,189	77	3,818	52	6,182	29	1,596	00
5 Barrie.....	1	116	00	1,410	65	1,273	17	2,799	82	900	00
6 Berlin.....	1	291	00	3,740	03	366	76	4,397	79	1,750	00
7 Brockville.....	1	256	00	2,617	16	418	76	3,291	92	1,800	00
8 Cobourg.....	1	141	00	1,000	00	144	65	1,285	65	900	00
9 Cornwall.....	3	407	00	5,049	14	1,422	75	6,878	89	4,130	00
10 Dundas.....	1	91	00	915	97	542	40	1,549	37	600	00
11 Fort Frances.....	1	15	00	242	50			257	50	142	50
12 Fort William.....	1	171	00	1,267	92	362	60	1,801	52	900	00
13 Galt.....	1	62	00	580	94	54	83	697	77	325	00
14 Goderich.....	1	58	00	529	80	34	62	622	42	400	00
15 Hawkesbury.....	2	226	00	4,000	00	259	73	4,485	73	2,400	00
16 Ingersoll.....	1	57	00	835	17	145	33	1,037	50	575	00
17 Lindsay.....	2	210	00	2,570	01	57	56	2,837	57	2,250	00
18 Mattawa.....	1	167	00	5,492	67	3,740	62	9,400	29	1,709	07
19 Newmarket.....	1	32	00	258	68	209	50	500	18	300	00
20 North Bay.....	2	159	00	1,890	00	11,334	83	13,383	83	1,322	29
21 Oakville.....	1	23	00	234	35	54	10	311	45	250	00
22 Orillia.....	1	130	00	1,672	24	1,480	60	3,282	84	1,195	00
23 Oshawa.....	1	57	00	440	80	61	38	559	18	438	28
24 Owen Sound.....	1	70	00	1,023	29	1,059	41	2,152	70	500	00
25 Paris.....	1	52	00	434	41	482	86	969	27	400	00
26 Parkhill.....	1	29	00	211	28	211	01	451	29	315	00
27 Pembroke.....	1	289	00	3,374	73	283	82	3,947	55	2,474	25
28 Perth.....	1	143	00	1,028	20	148	00	1,319	20	800	00
29 Peterborough.....	3	479	00	5,521	50	435	97	6,436	47	4,064	00
30 Picton.....	1	38	00	499	39	501	63	1,039	02	440	00
31 Port Arthur.....	1	143	00	1,470	00	1,619	22	3,232	22	1,200	00
32 Prescott.....	1	102	00	1,251	26	1,227	31	2,580	57	1,224	96
33 Preston.....	1	54	00	834	00			1,246	10	365	70
34 Rainy River.....	1	34	00	550	00			584	00	330	00
35 Rat Portage (Kenora).....	2	102	00	2,100	00	139	07	2,341	07	1,498	00
36 Renfrew.....	2	157	00	1,134	92	1,540	22	2,832	14	1,546	18
37 St. Mary's.....	1	46	00	381	13	259	77	686	90	350	00
38 Sandwich.....	1	110	00	2,338	30	303	88	2,752	18	947	74
39 Sarnia.....	2	117	00	1,045	98	614	81	1,777	79	920	00
40 Sault Ste. Marie.....	1	143	00	2,000	82	251	34	2,395	16	1,200	00
41 Seaforth.....	1	47	00	617	17	83	91	748	08	552	50
42 Steelton.....	4	100	00	530	00			630	00	558	00
43 Sturgeon Falls.....	1	153	00	1,620	64	14,460	20	16,233	84	1,212	50
44 Sudbury.....	1	137	00	1,898	63	10	00	2,045	63	1,100	00
45 Thorold.....	1	83	00	825	00	43	66	951	66	600	00
46 Trenton.....	1	129	00	1,265	00	147	47	1,541	47	700	00
47 Vankleekhill.....	1	152	00	882	00	438	75	1,472	75	1,000	00
48 Walkerton.....	1	113	00	690	04	204	16	1,007	20	600	00
49 Wallaceburg.....	1	69	00	747	00	665	52	1,481	52	958	02
50 Waterloo.....	1	75	00	1,100	00	242	50	1,417	50	500	00
51 Whitby.....	1	32	00	222	72	115	84	370	56	300	00
Totals.....	66	6,545	00	76,792	15	54,807	08	138,144	23	54,784	99
Totals.											
*1 Counties, etc.....	273	14,102	76	104,978	72	55,964	62	175,046	10	87,336	52
2 Cities.....	80	12,402	00	157,383	28	76,659	64	246,444	92	85,014	78
3 Towns.....	66	6,545	00	76,792	15	54,807	08	138,144	23	54,784	99
4 Grand totals, 1904.....	419	35,049	76	339,154	15	187,431	34	559,635	25	227,136	29
5 Grand totals, 1903.....	412	32,191	60	306,784	98	133,418	48	472,395	06	213,860	74
6 Increases.....	7	858	16	32,369	17	54,012	86	87,240	19	13,275	55
7 Decreases.....											
8 Percentages.....		5.91		60.6		33.49				44.86	

\* In incorporated villages included with Counties, etc., there were 48 teachers, all female. Note—Cost per

## SEPARATE SCHOOLS.—Continued.

## Statement, Teachers, etc.—Concluded.

ture.					Teachers.				
Sites, and building school houses.	Libraries, maps, apparatus, prizes, and school books	All other purposes.	Total amount expended.	Balances.	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female. (In addition members of Religious Orders receive free residence.)
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
1 394 28	71 80	733 96	2,950 04	54 00	8		8		219
2 170 00	35 00	264 00	1,269 00	19 50	3		3		266
3 18 80		1,894 41	3,607 71	36 63	7		7		242
4 3,483 18		557 29	5,636 47	545 82	7	1	6	450	200
5 320 97		1,527 74	2,748 71	51 11	4		4		225
6 1,190 65	213 50	858 34	4,012 49	385 30	9		9		200
7 66 71		785 56	2,652 27	639 65	8		8		225
8 50 00	33 26	369 15	1,269 15	16 50	4		4		225
9 205 00		2,115 91	6,829 17	549 72	15	1	14	720	244
10 46 00		363 42	1,168 42	380 95	3		3		200
11 182 47	7 00		142 50	115 00	1		1		425
12 46 00	10 00	855 52	1,801 52		3		3		300
13 182 47		176 71	691 18	6 59	1		1		325
14 175 00		206 45	616 45	5 97	2		2		200
15 160 00	12 78	1,457 28	4,032 28	453 45	13		13		200
16 3,199 40	55 82	234 28	982 06	55 44	2		2		287
17 11,419 72		516 84	2,766 84	70 73	7	1	6	750	250
18 461 82		4,436 00	9,400 29		5	1	4	750	225
19 52 15		98 94	398 94	101 24	1		1		300
20 439 56		68 81	13,383 83		4		4		331
21 113 75	10 30	52 15	302 15	9 30	1		1		250
22 4 30	7 15	439 56	1,644 86	1,637 98	4		4		299
23 228 80	4 30	113 75	559 18		2		2		200
24 88 69		155 00	888 10	1,264 60	2		2		200
25 115 65		88 69	488 69	480 58	2		2		250
26 792 44	20 00	115 65	450 65	64	1		1		340
27 289 23	6 65	792 44	3,562 57	384 98	10	1	9	600	260
28 205 04	5 00	309 16	1,319 20		4		4		272
29 459 13	16 81	1,896 53	6,436 47		14	1	13	650	225
30 68 81		68 81	508 81	530 21	2		2		300
31 631 00		631 00	3,127 66	104 56	4		4		318
32 303 09		303 09	1,531 00	1,049 57	1		1		350
33 116 06	32 00	84 30	744 26	501 84	1		1		750
34 121 09		363 46	567 39	16 61	1	1	2	475	325
35 130 00		946 62	1,991 46	349 61	6		6		257
36 1 70	6 00	30 93	2,494 50	337 64	1		1		350
37 25 00	1 75	1,193 84	411 93	274 97	4		4		237
38 80 00	27 30	288 00	2,223 33	528 85	4		4		230
39 12 00	22 40	842 51	1,247 30	530 49	4		4		300
40 31 00		128 87	2,095 91	299 25	2		2		295
41 66 30		66 30	681 37	66 71	4		4		275
42 624 30		624 30	508 81	570	5	2	3	300	200
43 16,233 84	362 66	3,927 79	16,233 84	216 94	4		4		275
44 1,828 69	75 27	302 79	1,828 69	10 97	3		3		200
45 940 87	58 00	237 87	940 87	128 99	4		4		175
46 1,412 48		537 48	1,412 48	407 85	6		6		167
47 1,064 90	64 90		1,064 90	93 08	4		4		150
48 914 12		314 12	914 12	245 98	2	1	1	550	325
49 1,235 54	10 00	277 52	1,235 54	646 78	3		3		167
50 770 72		131 00	770 72		1		1		300
51 370 56		63 31	370 56						
35,598 56	1,236 36	32,912 22	124,532 13	13,612 10	220	12	208	564	239
1 26,372 55	2,734 53	28,979 99	145,423 59	29,622 51	360	59	321	328	242
2 73,819 78	3,675 96	73,844 96	236,355 48	10,089 44	364	67	297	385	223
3 35,598 56	1,236 36	32,912 22	124,532 13	13,612 10	220	12	208	564	239
4 135,790 89	7,646 85	135,737 17	506,311 20	53,324 05	944	118	826	384	234
5 80,861 61	6,970 05	122,626 59	424,318 99	48,076 07	896	98	798	391	228
6 54,929 28	676 80	13,110 58	81,992 21	5,247 98	48	20	28		6
7 26 82	1 51	26 81							
8 26 82	1 51	26 81				12.5	87.5		

pupil, enrolled attendance: Counties, etc., \$3.19; Cities, \$13.31; Towns, \$10.14; Province, \$10.59.

## ROMAN CATHOLIC

II. Table G.—Attendance, pupils in the

Counties (including incorporated villages but not cities or towns) etc.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Bruce .....	771	406	365	532	69	145	106	174	186	160	....	771	771
2 Carleton .....	1,559	738	821	931	60	480	296	313	305	153	12	1,559	1,559
3 Essex .....	2,233	1,201	1,032	1,288	58	789	379	421	409	273	12	2,233	2,233
4 Frontenac .....	404	207	197	216	53	92	45	67	73	112	15	404	404
5 Grey .....	263	119	144	104	40	50	33	63	57	58	2	263	263
6 Hastings .....	249	126	123	128	51	59	28	48	51	58	5	249	249
7 Huron .....	435	228	207	236	54	102	48	62	90	106	27	435	435
8 Kent .....	640	325	315	290	45	224	116	101	88	87	24	640	640
9 Lambton .....	58	31	27	32	55	9	9	8	18	14	....	58	58
10 Lanark .....	99	55	44	45	45	25	25	13	22	14	....	99	99
11 Leeds and Grenville	221	104	117	124	56	46	25	28	49	27	46	221	221
12 Lennox & Addington	73	37	36	40	55	14	6	22	15	14	2	73	73
13 Lincoln .....	136	65	71	94	69	36	17	19	37	27	....	136	136
14 Middlesex .....	169	91	78	90	53	20	17	27	44	47	14	169	169
15 Norfolk .....	74	30	44	51	68	19	13	8	15	19	....	74	74
16 Northumberland ...	240	122	118	143	60	73	18	37	58	47	7	240	240
17 Ontario .....	78	34	44	44	56	10	13	14	13	22	6	78	78
18 Peel .....	23	12	11	5	22	6	1	3	8	5	....	23	23
19 Perth .....	410	229	181	231	56	71	46	83	96	111	3	410	410
20 Peterborough .....	32	18	14	15	47	10	3	6	5	8	....	32	32
21 Prescott & Russell ..	5,478	2,715	2,763	3,079	56	2,520	1,107	922	628	285	16	5,478	5,478
22 Renfrew .....	746	372	374	382	51	212	148	113	124	106	43	746	746
23 Simcoe .....	188	92	96	106	56	56	31	26	38	31	6	188	188
24 Stormont, Dundas & Glengarry .....	1,008	502	506	482	48	411	137	203	128	113	16	1,008	1,008
25 Waterloo .....	595	313	282	347	58	143	74	164	162	47	5	595	595
26 Wellington .....	407	211	196	249	61	78	76	64	81	100	8	407	407
27 Wentworth .....	14	8	6	4	29	2	2	5	2	3	....	14	14
28 York .....	83	43	40	49	59	23	17	37	2	4	....	83	83
29 Districts .....	1,075	526	549	499	46	506	244	184	111	30	....	1,075	1,075
Totals .....	17,761	8,960	8,801	9,836	55	6,181	3,080	3,235	2,915	2,081	269	17,761	17,761
Cities.													
1 Belleville .....	379	189	190	246	65	68	62	65	72	112	....	379	379
2 Brantford .....	336	176	160	227	67	59	50	83	74	70	....	336	336
3 Chatham .....	334	188	146	234	70	87	54	46	85	62	....	334	334
4 Guelph .....	370	182	188	291	79	54	66	101	80	69	....	370	370
5 Hamilton .....	1,712	870	842	1,200	70	485	261	300	332	227	107	1,712	1,712
6 Kingston .....	734	401	333	517	70	146	116	156	169	147	....	734	734
7 London .....	784	384	400	601	77	144	197	157	126	160	....	784	784
8 Niagara Falls .....	153	88	65	106	69	26	17	34	40	36	....	153	153
9 Ottawa .....	5,856	2,853	3,003	3,776	64	1,510	1,493	1,159	991	620	83	5,856	5,856
10 St. Catharines .....	352	192	160	256	73	87	33	68	72	92	....	352	352
11 St. Thomas .....	234	120	114	190	81	53	28	52	43	58	....	234	234
12 Stratford .....	319	162	157	236	74	87	53	55	48	76	....	319	319
13 Toronto .....	5,297	2,734	2,563	3,608	68	1,353	674	1,229	1,137	669	235	5,297	5,297
14 Windsor .....	799	395	404	560	70	188	145	220	166	80	....	799	799
15 Woodstock .....	103	49	54	69	67	18	15	21	26	23	....	103	103
Totals .....	17,762	8,988	8,779	12,117	68	4,365	3,264	3,746	3,461	2,501	425	17,762	17,762



## SEPARATE SCHOOLS.—Continued.

various branches of instruction, Maps, etc.

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		
															Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	728	545	545	516	162	334	363	545	6	...	...	...	...	...	61	3	13
2	1,381	810	548	816	251	510	241	956	12	12	12	2	2	122	122	7	28
3	2,122	1,325	1,312	1,223	437	613	920	1,408	12	12	12	37	...	132	202	10	51
4	887	277	170	284	112	190	160	377	20	15	14	...	...	77	58	5	...
5	256	196	174	183	72	105	125	77	2	2	2	...	...	1	51	4	...
6	242	172	29	161	66	112	83	156	1	1	1	...	...	...	41	...	2
7	421	332	263	273	155	209	149	232	27	26	26	85	6	49	68	5	6
8	612	383	105	335	149	174	149	363	27	24	24	...	14	48	81	5	...
9	58	52	58	38	18	32	32	58	...	...	...	...	...	...	16	1	24
10	89	50	...	55	12	36	23	66	...	...	...	...	...	...	25	...	...
11	220	149	131	151	89	114	140	196	60	45	45	43	43	...	8	41	10
12	73	58	...	63	16	27	41	...	...	...	...	...	...	14	13	...	...
13	136	117	136	97	64	64	136	136	...	...	...	...	...	...	12	...	...
14	160	138	142	132	56	91	85	190	12	11	11	11	15	15	45	1	4
15	74	42	74	42	19	34	19	...	...	...	...	...	...	19	8	1	...
16	240	192	184	147	69	109	106	150	13	7	7	...	1	53	39	1	6
17	78	78	37	55	28	35	35	78	28	6	6	...	...	28	13	...	...
18	23	17	...	15	5	13	3	...	...	...	...	...	...	...	11	...	...
19	375	290	205	259	115	190	152	299	3	3	3	...	1	17	55	6	12
20	32	19	32	19	13	13	13	...	...	...	...	...	...	8	6	1	...
21	3,936	2,876	1,330	2,285	286	1,171	953	1,046	46	14	14	8	12	158	334	40	99
22	651	416	425	443	167	206	281	347	35	42	42	2	7	51	70	7	31
23	188	188	145	181	35	56	175	145	6	6	6	...	...	...	13	1	...
24	694	484	276	484	111	174	136	269	20	13	13	11	11	73	95	4	22
25	571	400	389	363	165	251	116	472	5	5	5	5	5	28	58	4	15
26	407	317	280	325	133	174	254	232	8	8	8	144	...	14	55	...	10
27	...	5	...	5	...	...	...	...	...	...	...	...	...	...	6	...	...
28	83	43	68	14	4	4	4	29	...	...	...	...	...	...	15	...	...
29	562	304	103	287	40	108	112	45	6	...	...	...	...	10	80	15	34
14,799		10,275	7,161	9,251	2,849	5,149	5,006	7,872	349	252	251	348	117	925	1,694	122	367
1	379	249	379	184	112	184	184	379	...	...	...	...	...	...	30	...	...
2	336	227	...	227	70	144	227	...	...	...	...	...	...	...	7	...	...
3	334	334	334	193	147	193	147	334	...	...	...	...	...	...	10	1	...
4	370	370	370	314	149	149	250	370	...	...	...	...	...	...	30	3	...
5	1,712	1,653	1,712	1,712	512	665	1,032	1,712	92	50	50	50	50	...	116	8	24
6	734	437	734	437	316	316	199	734	...	...	...	...	...	...	35	...	...
7	784	784	784	784	160	286	286	784	...	...	...	...	...	...	35	7	...
8	100	66	153	100	45	45	...	...	...	...	...	...	...	...	10	...	...
9	5,262	4,044	4,324	4,240	599	2,628	3,067	3,400	240	83	83	7	15	266	210	23	18
10	305	265	348	265	121	164	267	352	...	...	...	...	...	...	10	3	...
11	234	234	234	234	96	96	234	234	...	...	...	...	...	...	8	1	...
12	319	319	319	319	76	124	319	319	...	...	...	...	...	...	22	1	...
13	5,297	3,944	5,297	3,944	904	2,041	5,297	5,297	235	235	235	235	235	...	308	...	16
14	799	466	799	799	80	246	799	...	...	...	...	...	...	...	22	2	...
15	103	70	103	103	23	49	103	103	...	...	...	...	...	...	11	1	24
17,068		13,462	15,890	13,855	3,410	7,330	12,456	14,018	567	368	368	292	300	266	864	50	82

## ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in various

Towns.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.							Writing.	Arithmetic
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.			
1 Alexandria.....	438	216	222	234	53	140	70	81	72	75	....	438	438	
2 Almonte.....	132	69	63	86	65	33	14	31	24	30	....	132	132	
3 Amherstburg.....	331	145	186	210	63	90	43	57	48	47	46	331	331	
4 Arnprior.....	357	185	172	225	63	58	105	53	49	92	....	357	357	
5 Barrie.....	150	76	74	102	68	17	25	30	32	46	....	150	150	
6 Berlin.....	492	256	236	353	72	98	58	118	115	103	....	492	492	
7 Brockville.....	385	186	199	269	70	74	51	87	91	82	....	385	385	
8 Cobourg.....	211	116	95	137	65	57	29	33	41	51	....	211	211	
9 Cornwall.....	942	453	489	623	66	290	186	215	123	128	....	942	942	
10 Dundas.....	122	55	67	83	68	25	24	25	28	20	....	122	122	
11 Fort Frances.....	28	18	10	7	25	11	8	5	4	....	....	28	28	
12 Fort William.....	225	117	108	148	66	70	25	66	35	29	....	225	225	
13 Galt.....	81	41	40	62	76	23	14	12	19	13	....	81	81	
14 Goderich.....	62	33	29	56	90	4	12	16	13	17	....	62	62	
15 Hawkesbury.....	887	438	449	636	72	430	203	144	49	52	9	887	887	
16 Ingersoll.....	72	35	37	53	74	14	9	22	10	17	....	72	72	
17 Lindsay.....	394	160	234	271	69	94	41	69	87	60	43	394	394	
18 Mattawa.....	283	128	155	194	69	77	47	44	66	34	15	283	283	
19 Newmarket.....	60	31	29	35	58	21	10	1	9	19	....	60	60	
20 North Bay.....	340	183	157	198	58	136	66	48	43	47	....	340	340	
21 Oakville.....	39	23	16	24	62	6	5	11	6	11	....	39	39	
22 Orillia.....	234	134	100	167	71	43	29	55	58	49	....	234	234	
23 Oshawa.....	85	32	53	55	65	14	13	18	21	19	....	85	85	
24 Owen Sound.....	130	61	69	73	56	32	22	23	21	32	....	130	130	
25 Paris.....	56	26	30	38	68	6	5	14	19	12	....	56	56	
26 Parkhill.....	50	26	24	31	62	10	....	15	17	8	....	50	50	
27 Pembroke.....	602	405	197	363	60	188	116	110	104	84	....	602	602	
28 Perth.....	250	141	109	169	67	66	39	32	59	54	....	250	250	
29 Peterborough.....	788	378	410	574	73	217	123	171	162	115	....	788	788	
30 Picton.....	50	25	25	34	68	11	6	8	13	12	....	50	50	
31 Port Arthur.....	227	120	107	147	65	43	30	55	51	48	....	227	227	
32 Prescott.....	184	96	88	126	68	40	12	39	36	57	....	184	184	
33 Preston.....	91	50	41	66	72	25	7	18	22	19	....	91	91	
34 Rainy River.....	68	37	31	28	41	28	8	17	5	10	....	68	68	
35 Rat Portage(Kenora).....	228	97	131	118	52	67	36	41	48	36	....	228	228	
36 Renfrew.....	316	169	147	221	70	108	51	58	51	48	....	316	316	
37 St. Mary's.....	66	24	42	48	73	12	9	18	8	19	....	66	66	
38 Sandwich.....	180	95	85	116	64	73	35	41	21	10	....	180	180	
39 Sarnia.....	269	127	142	185	69	65	50	55	42	57	....	269	269	
40 Sault Ste. Marie.....	255	133	122	145	57	72	23	54	47	59	....	255	255	
41 Seaforth.....	92	49	43	53	57	19	11	20	19	23	....	92	92	
42 Steelton.....	349	184	165	145	41	167	50	83	35	14	....	349	349	
43 Sturgeon Falls.....	375	235	140	197	52	145	57	98	61	14	....	375	375	
44 Sudbury.....	274	136	138	174	63	80	65	55	33	34	7	274	274	
45 Thorold.....	118	45	73	84	71	20	17	29	29	23	....	118	118	
46 Trenton.....	148	74	74	126	85	24	19	42	38	25	....	148	148	
47 Vankleek Hill.....	270	124	146	143	53	69	48	66	43	44	....	270	270	
48 Walkerton.....	173	81	92	134	77	29	21	36	50	37	....	173	173	
49 Wallaceburg.....	136	68	68	75	55	32	39	18	15	32	....	136	136	
50 Waterloo.....	145	74	71	94	65	31	17	39	46	12	....	145	145	
51 Whitby.....	44	26	18	32	73	7	3	7	12	15	....	44	44	
Totals.....	12,284	6,236	6,048	7,967	65	3,511	2,006	2,503	2,150	1,994	120	12,284	12,284	
Totals.														
*1 Counties, etc.....	17,761	8,960	8,801	9,836	55	6,181	3,080	3,235	2,915	2,081	269	17,761	17,761	
2 Cities.....	17,762	8,983	8,779	12,117	68	4,365	3,264	3,746	3,461	2,501	425	17,762	17,762	
3 Towns.....	12,284	6,236	6,048	7,967	65	3,511	2,006	2,503	2,150	1,994	120	12,284	12,284	
4 Grand totals, 1904...	47,807	24,179	23,628	29,920	62.58	14,057	8,350	9,484	8,526	6,576	814	47,807	47,807	
5 Grand totals, 1903...	47,117	23,836	23,281	29,538	62.69	14,878	7,782	9,324	8,128	6,190	815	47,117	47,117	
6 Increases.....	690	343	347	382	.....	.....	568	160	398	386	.....	690	690	
7 Decreases.....	.....	.....	.....	.....	11	821	.....	.....	.....	1	.....	.....	.....	
8 Percentages.....	.....	50.58	49.42	62.58	.....	29.40	17.47	19.84	17.83	13.76	1.7	100	100	

\*In incorporated villages included with Counties, etc., there were 2,669 pupils, with an average daily attendance

SEPARATE SCHOOLS.—*Concluded.*branches of instruction, Maps, etc.—*Concluded.*

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	438	298	438	438	147	147	438	438	.....	.....	.....	.....	.....	438	10	.....	23
2	132	99	132	99	54	54	30	132	.....	.....	.....	.....	.....	30	12	1	.....
3	285	331	331	198	93	193	47	190	46	46	46	17	46	.....	11	1	.....
4	357	279	357	141	92	92	92	357	.....	.....	.....	.....	.....	46	8	.....	.....
5	150	150	150	150	46	78	46	150	.....	.....	.....	.....	.....	.....	13	.....	.....
6	492	394	492	492	103	228	492	492	.....	.....	.....	.....	.....	.....	30	.....	.....
7	385	385	385	385	173	298	385	385	.....	.....	.....	.....	.....	.....	20	.....	.....
8	211	154	92	154	51	92	51	211	.....	.....	.....	.....	.....	.....	9	1	.....
9	942	942	942	942	128	185	942	942	.....	.....	.....	.....	.....	.....	20	3	.....
10	122	78	122	48	48	48	25	122	.....	.....	.....	.....	.....	.....	12	.....	.....
11	9	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....
12	225	155	225	94	29	35	64	225	.....	.....	.....	.....	.....	.....	7	1	.....
13	81	60	81	60	13	32	18	81	.....	.....	.....	.....	.....	.....	12	1	.....
14	62	58	62	30	17	30	30	62	.....	.....	.....	.....	.....	.....	20	2	2
15	887	254	887	254	20	104	26	887	61	9	9	106	20	20	9	.....	.....
16	72	49	72	49	27	27	72	72	.....	.....	.....	.....	.....	.....	12	.....	.....
17	351	331	394	351	103	140	117	160	20	20	20	15	20	.....	30	1	.....
18	283	206	283	249	49	159	283	283	15	15	15	2	5	.....	9	.....	.....
19	60	39	60	29	28	28	28	60	.....	.....	.....	.....	.....	25	11	.....	.....
20	340	138	136	90	47	90	47	.....	.....	.....	.....	.....	.....	.....	5	.....	.....
21	39	33	39	33	17	17	.....	39	.....	.....	.....	.....	.....	.....	11	.....	.....
22	234	234	234	107	49	107	107	234	.....	.....	.....	.....	.....	.....	5	.....	.....
23	85	71	85	85	19	40	40	85	.....	.....	.....	.....	.....	.....	11	.....	.....
24	130	76	130	76	32	53	53	.....	.....	.....	.....	.....	.....	.....	6	1	.....
25	56	31	56	31	12	31	56	56	.....	.....	.....	.....	.....	.....	5	.....	.....
26	50	40	50	40	25	25	50	50	.....	.....	.....	.....	.....	50	9	1	.....
27	602	298	214	298	188	188	298	602	.....	.....	.....	.....	.....	.....	4	.....	.....
28	250	184	250	113	113	113	250	250	.....	.....	.....	.....	.....	.....	49	.....	.....
29	788	483	523	483	277	277	218	467	.....	.....	.....	.....	.....	25	8	.....	.....
30	50	39	50	39	25	25	39	50	.....	.....	.....	.....	.....	.....	6	1	.....
31	227	184	227	184	99	154	99	227	1,065	.....	.....	.....	.....	.....	10	.....	.....
32	184	172	88	184	57	93	93	88	.....	.....	.....	.....	.....	.....	12	1	.....
33	91	59	.....	66	41	41	41	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
34	68	32	.....	32	10	15	15	.....	.....	.....	.....	.....	.....	.....	12	2	.....
35	228	125	228	125	84	84	84	228	.....	.....	.....	.....	.....	.....	5	.....	.....
36	316	316	50	316	99	99	316	.....	.....	.....	.....	.....	.....	.....	14	2	.....
37	66	45	.....	54	19	27	45	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
38	180	106	.....	72	31	31	72	.....	.....	.....	.....	.....	.....	.....	11	1	.....
39	269	99	.....	154	57	99	57	269	.....	.....	.....	.....	.....	.....	17	1	.....
40	255	160	255	183	59	106	59	255	.....	.....	.....	.....	.....	.....	9	.....	.....
41	92	62	92	62	23	42	23	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
42	182	182	349	182	49	49	132	132	.....	.....	.....	.....	.....	.....	1	.....	.....
43	375	210	.....	82	14	75	205	.....	.....	.....	.....	.....	.....	.....	17	1	.....
44	274	194	274	274	74	129	129	274	7	7	7	.....	7	7	9	1	.....
45	118	81	118	81	23	52	23	118	.....	.....	.....	.....	.....	.....	8	.....	.....
46	148	148	148	63	63	63	148	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
47	270	270	270	270	44	153	270	270	.....	.....	.....	.....	.....	.....	14	.....	5
48	173	173	173	173	37	87	173	173	.....	.....	.....	.....	.....	.....	22	1	.....
49	136	65	136	65	32	47	47	136	.....	.....	.....	.....	.....	47	11	.....	.....
50	145	145	145	58	12	58	97	145	.....	.....	.....	.....	.....	.....	15	1	.....
51	34	34	44	34	15	27	15	44	.....	.....	.....	.....	.....	.....	6	.....	.....
	11,999	8,746	9,869	8,276	2,967	4,467	6,254	9,589	149	97	97	140	98	939	575	25	30
1	14,799	10,275	7,161	9,251	2,849	5,149	5,006	7,872	349	252	251	348	117	925	1,694	122	367
2	17,068	13,462	15,890	13,855	3,410	7,330	12,456	14,018	567	368	368	292	300	266	864	50	82
3	11,999	8,746	9,869	8,276	2,967	4,467	6,254	9,589	149	97	97	140	98	939	575	25	30
4	43,866	32,483	32,920	31,382	9,226	16,946	23,716	31,479	1,065	717	716	780	515	2,130	3,133	197	479
5	43,658	30,212	32,244	28,609	8,069	15,499	20,559	35,706	1,293	770	766	173	404	1,130	3,013	191	471
6	208	2,271	676	2,773	1,157	1,447	3,157	.....	.....	.....	607	111	1,000	.....	120	6	8
7	.....	.....	.....	.....	.....	.....	.....	4,227	228	53	50	.....	.....	.....	.....	.....	.....
8	91.76	67.95	68.86	65.64	19.3	35.45	49.61	65.84	2.23	1.5	1.5	1.63	1.08	4.45	.....	.....	.....

of 1,755; the numbers in the Readers were: 1st, Part I, 982; Part II, 509; 2nd, 446; 3rd, 411; 4th, 272; 5th, 49  
 † Nature Study.



## COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aylmer .....	886 03	1,604 27	1,650 00	1,071 50	66 00	5,277 80	3,650 00
2 Barrie .....	*1,121 59	1,903 62	1,800 00	1,860 00	631 59	7,316 80	5,563 24
3 Berlin .....	†3,134 84	2,376 48	21,148 85	1,732 54	274 00	28,666 71	7,295 00
4 Brantford .....	*1,312 84	.....	7,900 00	2,881 95	1,147 72	13,242 51	8,896 32
5 Brockville .....	1,148 36	1,450 00	6,300 00	.....	806 80	9,705 16	7,283 68
6 Chatham .....	*1,316 65	3,295 68	5,320 00	1,943 73	2,007 95	13,884 01	8,885 00
7 Clinton .....	942 10	1,645 08	3,620 00	927 20	172 64	7,287 02	4,535 75
8 Cobourg .....	*1,260 46	1,914 76	2,500 00	736 50	955 97	7,367 69	5,435 00
9 Collingwood .....	*992 26	942 26	3,100 00	1,259 25	393 79	6,687 56	4,187 00
10 Galt .....	*1,261 25	1,930 37	3,500 00	2,229 50	878 52	9,799 64	7,570 45
11 Goderich .....	1,035 88	1,234 25	2,800 00	1,580 00	2,588 05	9,288 18	5,405 00
12 Guelph .....	*1,198 08	672 91	6,067 28	480 85	562 45	8,981 57	6,945 00
13 Hamilton .....	*5,891 16	.....	26,543 28	5,083 50	2 00	37,519 94	19,512 15
14 Ingersoll .....	1,010 35	1,342 87	4,271 00	776 25	940 24	8,340 71	5,610 00
15 Kingston .....	†2,594 02	.....	6,000 00	4,915 09	1,316 40	14,825 51	11,904 33
16 Lindsay .....	*1,235 61	2,264 63	4,064 89	1,653 50	115 00	9,333 63	6,747 41
17 London .....	†1,648 70	.....	24,486 37	5,230 00	692 03	32,057 10	23,084 50
18 Morrisburg .....	*1,064 22	3,641 20	2,420 86	.....	1,045 86	11,172 11	5,585 39
19 Napanee .....	*1,131 42	2,700 00	2,800 00	74 00	2,020 15	8,725 57	5,258 63
20 Niagara Falls .....	*1,170 57	973 58	6,000 00	.....	83 73	8,227 88	6,105 00
21 Orillia .....	*1,135 36	1,285 36	2,500 00	1,434 60	1,172 69	7,528 01	5,333 56
22 Ottawa .....	*1,421 88	.....	13,331 00	10,835 66	1,853 16	27,441 70	20,335 00
23 Owen Sound .....	*1,267 93	2,865 43	4,153 00	2,481 00	3,045 88	13,813 24	9,680 00
24 Perth .....	924 51	1,297 06	4,385 54	227 50	256 15	7,090 76	4,910 00
25 Peterborough .....	*1,297 62	.....	7,000 00	2,192 50	1,389 05	11,879 17	8,093 70
26 †Renfrew .....	†1,192 30	1,522 87	2,450 00	36 75	2,105 13	7,307 05	5,010 00
27 Ridgetown .....	975 39	2,225 80	1,400 00	922 50	1,453 41	6,977 13	1,780 90
28 St. Catharines .....	*1,289 62	.....	6,678 17	85 00	1,597 83	9,650 62	7,300 00
29 St. Mary's .....	930 01	1,093 31	2,600 00	1,073 25	106 68	5,803 28	4,629 04
30 St. Thomas .....	*1,361 27	2,022 17	7,046 83	2,443 50	126 77	13,000 54	10,220 08
31 Sarnia .....	*1,282 51	1,915 03	5,490 64	.....	609 62	9,327 80	7,219 82
32 Seaforth .....	*1,012 75	1,700 09	1,900 00	1,225 10	2,233 97	8,075 91	4,691 97
33 Stratford .....	†2,251 46	1,300 00	6,500 00	3,423 30	857 47	14,335 23	8,444 73
34 Strathroy .....	958 14	1,614 18	2,700 00	1,145 00	120 88	6,568 20	5,070 00
35 Toronto (Harbord) .....	*1,380 95	.....	16,912 52	3,796 00	3,338 60	26,027 47	20,346 00
36 Toronto (Jameson) .....	*1,339 20	.....	16,402 01	2,372 00	59 00	20,163 21	15,857 00
37 Toronto (Jarvis) .....	*1,345 16	.....	19,900 91	2,939 25	89 60	24,265 32	18,859 00
38 Toronto Junction .....	1,055 07	675 82	6,635 00	2,050 00	469 32	10,885 21	6,888 50
39 Vankleekhill .....	895 94	2,304 71	1,400 00	21 50	438 46	5,110 64	3,738 33
40 Whitby .....	817 97	1,472 34	2,300 00	387 25	148 62	5,026 18	4,199 25
41 Windsor .....	1,278 59	1,200 00	8,194 36	75 00	2,007 34	12,755 29	8,087 46
42 Woodstock .....	*1,731 60	1,829 32	4,638 19	1,926 50	.....	10,125 61	7,302 00
Totals .....	58,554 65	56,175 45	286,790 70	75,532 52	43,761 35	520,814 67	350,785 99

\* Grant for Cadet Corps included.

† Grant for Technical Education included.

§ Grant (\$4,500) for Normal College included.

‡ Statistics for preceding year except Legislative grant.

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.						
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.	Balances.	Charges per year.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 .....	33 88	27 12	1,085 66	4,796 61	481 19	\$10; res. Form I, \$5.
2 .....	94 25	70 98	1,296 88	7,024 85	291 95	\$10.
3 15,092 21	81 87	1,486 56	3,245 02	27,200 66	1,466 05	\$10.
4 500 00	114 49	.....	3,186 09	12,696 90	545 61	Res. \$10; non-res. \$16.
5 .....	.....	.....	2,421 48	9,705 16	.....	\$5.
6 2,072 74	406 57	432 25	1,758 75	13,555 31	328 70	City \$6; County \$10.
7 163 52	.....	712 78	725 08	6,137 13	1,149 89	\$6; \$8; \$10.
8 97 37	.....	212 75	1,080 07	6,825 19	542 50	\$12.
9 318 80	649 02	46 85	1,171 62	6,673 29	14 27	Res. \$7.50; non-res. \$10.
10 .....	15 65	180 19	1,640 93	9,407 22	392 42	Co. \$10; others \$14.
11 .....	350 81	124 50	955 74	6,836 05	2,402 13	Res. \$5, \$7 \$10; Co. \$6, \$8, \$10; non-res. \$8, \$10, \$12.
12 14 50	52 97	253 72	1,715 38	8,981 57	.....	City free; Co. \$10; other Cos. \$20.
13 .....	734 60	.....	17,273 19	37,519 94	.....	Res. F. I \$2.50; other F's \$10, non-res. \$20
14 .....	148 65	61 85	2,519 09	8,339 59	1 12	\$7.50.
15 .....	159 09	213 29	2,033 01	14,339 72	185 79	Res. \$5 to \$35; non-res. \$20 to \$35.
16 263 85	450 96	174 05	1,178 35	8,814 62	519 01	\$7.50, \$10.
17 3,431 36	.....	405 65	4,843 16	31,764 67	292 43	City and Co. \$10; others \$30.
18 464 53	112 92	173 52	465 62	6,831 98	4,340 16	Free.
19 .....	209 62	21 50	1,177 32	6,670 07	2,655 50	Town and Co. free; others \$10.
20 164 63	151 91	78 61	1,449 58	7,949 76	278 12	Free.
21 70 00	196 43	6 20	1,218 01	6,824 20	763 81	Town \$5; others \$10.
22 952 66	667 60	204 66	5,281 78	27,441 70	.....	Res. \$20, \$25; non-res. \$45, \$50.
23 .....	113 23	50 59	1,634 46	11,478 28	2,334 96	Res. \$8, \$12; Co. \$10; adj. Co. \$10; others \$12, \$15.
24 .....	303 08	26 12	1,100 40	6,339 60	751 16	Co. \$6; non-res. \$16.
25 1,100 00	.....	.....	2,685 47	11,873 17	.....	Res. \$10; non-res. \$25.
26 305 58	125 87	352 11	1,166 58	7,260 47	16 58	Res. free; non-res. \$15.
27 .....	127 46	36 52	1,602 51	6,607 39	369 74	Town \$6; Co. \$10; non-res. \$10.
28 .....	411 61	.....	1,898 08	9,612 69	37 93	Res. free; non-res. \$16.
29 .....	287 47	.....	840 60	5,757 11	16 17	Res. \$5; others \$10.
30 .....	446 08	230 35	2,104 03	13,000 54	.....	H.S.D. 1 year free; Co. \$10; others \$30.
31 .....	.....	116 29	1,725 58	9,061 49	266 31	Free
32 .....	37 94	41 15	843 17	5,617 23	2,458 68	\$6; \$8; \$10.
33 26 80	551 13	154 39	4,885 89	14,062 94	272 29	\$10.
34 .....	191 06	.....	1,234 49	6,495 55	72 65	Form I, town, free; others \$10.
35 218 75	1,515 00	172 40	3,765 32	26,027 47	.....	\$6; \$15; \$21; \$27
36 218 50	1,262 70	56 46	2,768 55	20,163 21	6 15; 21, 27	\$6 extra to children of non-ratepayers.
37 389 50	1,733 51	330 47	2,952 84	24,265 32	.....	.....
38 974 01	314 03	134 43	1,821 12	10,132 09	753 12	\$10; \$15.
39 .....	79 80	214 07	1,032 66	5,064 86	45 75	Province free; others \$10.
40 .....	48 79	46 20	722 32	5,016 76	9 42	F. I free; H. S. D. \$6; Co. \$6.75, others \$10.
41 363 87	1,189 36	65 70	3,048 90	12,755 29	.....	Free
42 .....	216 03	117 25	1,791 73	9,445 01	680 60	Res. \$7.50; non-res. \$10.
27,203 18	13,918 42	7,064 86	97,406 21	496,378 66	24,436 01	9 free; 33 fee.

|| \$3,388, of this sum, overdraft for the three Toronto Collegiate Institutes.

## COLLEGIATE INSTITUTES AND

## I.—Table H.—Financial

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county.)	Municipal grants (local.)	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria.....	637 54	723 87	2,073 75		1,234 88	4,670 04	2,684 00
2 Almonte.....	704 88	704 88	2,189 21	219 50	425 33	4,243 80	3,270 00
3 Arnprior.....	601 04	601 04	1,600 00	129 00	1,384 38	4,315 46	2,442 77
4 Arthur.....	*663 41	1,026 41	425 30	894 65	69 07	3,078 84	2,261 91
5 Athens.....	686 13	1,717 29	1,252 00	411 25	1,228 03	5,294 73	3,354 34
6 Aurora.....	616 16	700 00	850 00	648 00	537 98	3,352 14	2,175 00
7 Beamsville.....	472 95	530 00	685 00		459 55	2,147 50	1,440 00
8 Belleville.....	811 76	405 00	4,167 14	232 75		5,616 65	4,645 00
9 Bowmanville.....	776 75	776 75	2,200 00	348 00	1,069 21	5 170 71	3,842 55
10 Bradford.....	557 66	688 58	600 00	725 00	359 30	2,930 54	2,115 00
11 Brampton.....	845 91	2,000 00	1,400 00	1,232 00	352 97	5,830 88	4,706 56
12 Brighton.....	468 93	909 64	850 00	48 25	251 24	2,528 06	1,750 00
13 Caledonia.....	572 34	1,538 94	933 00	75 50	444 63	3,564 41	2,200 00
14 Campbellford.....	665 58	935 14	2,017 69	460 40	94 13	4,172 94	3,214 40
15 Carleton Place.....	684 53	684 53	2,553 00	121 00	770 72	4,813 78	3,330 00
16 Cayuga.....	556 91	1,803 97	650 00		680 34	3,701 22	2,300 00
17 Chesley.....		1,000 00	100 00	242 00		1,342 00	750 00
18 Colborne.....	459 98	511 00	1,349 60		1,651 99	3,972 57	1,590 00
19 Cornwall.....	841 27	2,709 37	3,487 20		3,188 21	10,226 05	4,710 99
20 Deseronto.....	629 98	1,268 48	2,150 00	188 00	193 51	4,429 97	2,679 87
21 Dundas.....	*696 66	1,046 66	900 00	626 00	289 48	3,558 80	2,525 66
22 Dunnville.....	*712 19	2,285 02	1,000 00		784 42	4,781 63	2,983 80
23 Dutton.....	604 52	1,498 79	500 00	1,399 00	897 10	4,899 41	2,738 05
24 East Toronto.....	412 78	412 78	1,300 00	496 00	81 68	2,703 24	1,945 00
25 Elora.....	542 80	816 80	800 00	449 50	19 46	2,628 56	2,177 50
26 Essex.....	1955 03	1,500 00	1,500 00	8 60	464 39	4,428 02	3,247 50
27 Fergus.....	570 14	570 15	500 00	407 75	727 91	2,775 95	21 75
28 Forest.....	617 33	1,360 12	500 00	391 00	920 42	3,788 87	2,350 00
29 Fort William.....	969 64		2,324 45		18 00	3,312 09	2,102 00
30 Gananoque.....	669 52	919 52	1,965 44	104 00	37 00	3,695 48	2,748 31
31 Georgetown.....	601 20	639 56	1,384 69	795 50		3,370 95	2,545 50
32 Glencoe.....	597 25	710 69	800 00	663 50	843 00	3,614 44	2,042 33
33 Gravenhurst.....	977 46		600 00	422 83	179 45	2,179 74	1,493 00
34 Grimsby.....	433 71	559 44	220 00		974 88	2,188 03	1,300 00
35 Hagersville.....	619 02	2,897 60	600 00		856 84	4,973 46	2,393 84
36 Harriston.....	606 86	662 44	1,500 00	868 25	7,313 03	10,950 58	2,883 55
37 Hawkesbury.....	589 50	1,766 36			734 58	3,090 44	2,051 50
38 Iroquois.....	712 35	1,910 00	1,799 96		795 72	5,218 03	3,210 00
39 Kemptville.....	744 34	250 00	1,784 81	2,041 01	6 10	4,826 26	3,828 04
40 Kincardine.....	737 92	1,278 93	799 00	1,196 00	854 90	4,866 75	3,524 08
41 Leamington.....	709 52	1,390 94	2,400 00	96 30	209 36	4,806 12	3,356 00
42 Listowel.....	666 36	800 00	1,400 00	1,107 76	141 93	4,116 05	2,900 00
43 Lucan.....	654 24	867 17	700 00	1,118 00	124 04	3,463 45	2,473 00
44 Madoc.....	563 26	987 26	700 00	657 10	311 72	3,219 34	2,296 15
45 Markham.....	681 47	1,530 00	800 00	1,563 00	638 74	5,213 21	3,600 00
46 Meaford.....	814 22	1,903 07	1,500 00	802 50	115 92	5,135 71	3,424 27
47 Midland.....			1,000 00	106 50	9,926 00	11,032 50	880 00
48 Mitchell.....	635 03	800 00	1,600 00	774 50	366 85	4,176 38	2,550 00
49 Mount Forest.....	*765 02	1,421 16	1,400 00	684 00	345 20	4,615 38	3,070 46
50 Newburgh.....	537 93	1,655 27	550 00		310 87	3,054 07	2,360 00
51 Newcastle.....	475 33	635 37	950 00		48 00	2,108 70	1,250 00
52 Newmarket.....	637 01	782 00	800 00	1,011 80	686 84	3,917 65	2,636 25
53 Niagara.....	432 27	490 00	550 00		169 64	1,641 91	1,310 26
54 Niagara Falls South.....	582 56	778 52	2,100 00		606 00	4,067 08	1,919 08
55 North Bay.....	1,009 60		3,400 00	60 00	10,890 40	15,360 00	2,613 83
56 Norwood.....	*630 51	608 66	1,141 28	584 00	621 75	3,586 20	2,171 93
57 Oakville.....	544 97	544 97	2,020 00	415 50	41 00	3,566 44	2,400 00
58 Omeme.....	453 05	453 05	725 00	174 00	23 00	1,828 10	1,500 00

\* Grant for Cadet Corps included.

† School established in 1904.

‡ Including grant for Technical Education.



## HIGH SCHOOLS.—Continued.

## Statement.—Continued.

Expenditure.						Charges per year.	
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, Scientific Apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.		
\$	c.	\$	c.	\$	c.	\$	c.
1		84 68	37 24	486 09	3,292 01	1,378 03	Free.
2	300 00		133 42	536 64	4,240 06	3 74	Res. \$1; Co. and others \$6.
3	75 30		37 23	536 65	3,091 95	1,223 51	Res. free; non-resident \$10.
4	57 43	13 00	33 16	713 34	3,078 84		\$10.
5		50 82	47 71	553 52	4,006 39	1,288 34	Res. free; Co. \$5; others \$10.
6		94 44	57 46	457 00	2,783 90	568 24	\$10.
7	33 80	33 69	10 90	303 21	1,821 60	325 90	Free.
8		59 52		912 13	5,616 65		Res. free; others \$25.
9		17 05	17 50	942 44	4,819 54	351 17	Form I \$4; F. II \$6; others \$7.50.
10		41 75		380 00	2,536 75	393 79	H. S. D. Form I free; others \$10.
11		41 00	144 18	724 72	5,616 46	214 42	\$10.
12		37 65	10 73	286 52	2,084 90	443 16	Free.
13		143 68		942 35	3,286 03	278 38	Free; other Co's \$4.50.
14				958 54	4,172 94		H. S. D. \$6; Co. free.
15		22 71	24 79	688 12	4,065 62	748 16	Res. free; Co. \$5; others \$10.
16	93 22	45 10		523 05	2,961 37	739 85	Free.
17	18 70		420 61	34 02	1,223 33	118 67	\$10.
18	45 00	110 13	27 60	451 91	2,224 64	1,747 93	Free.
19	259 20	105 57		1,290 00	6,365 76	3,860 29	Free.
20		79 31	6 75	915 70	3,681 63	748 34	Res. free; others \$10.
21	86 88	56 53		851 18	3,520 25	38 55	Form I free; Town \$9.50; Co. \$10.
22	900 00	191 02	91 92	605 89	4,781 63		Free.
23	43 00		5 50	615 84	3,402 39	1,497 02	\$10.
24	37 80	15 58	102 12	200 03	2,300 53	402 71	Res. and Co. \$10; others \$28.
25	1 00	35 20	29 70	311 23	2,554 63	73 93	Res. \$5; non-resident \$10.
26		231 98	96 91	570 57	4,146 96	281 06	Free.
27		33 24		442 38	2,650 62	125 33	H. S. D. free; others, \$10.
28		170 00		740 02	3,260 02	528 85	\$10.
29			15 55	454 75	2,572 30	739 79	Free.
30		64 75	63 31	819 11	3,695 48		Res. free; Co. and non-resident \$5.
31	35 57	155 11	1 50	633 27	3,370 95		Form I \$7; others \$10.
32		26 75	15 00	1,293 05	3,377 13	237 31	\$10.
33			23 10	663 64	2,179 74		Form I \$5; others \$10.
34	4 25	43 87		176 85	1,521 97	663 06	Free.
35	18 00	8 50	10 99	2,221 41	4,652 74	320 72	Free.
36	1,337 23	96 88	272 62	2,015 56	6,605 84	4,344 74	\$10.
37				820 44	2,871 94	218 50	Free.
38		45 19	18 77	843 65	4,117 61	1,100 42	Free.
39	267 08		75 00	656 14	4,826 26		Res. free; Co. \$5; non-res. \$25 or 65% of cost.
40	72 62		50 88	931 96	4,579 54	287 21	H. S. D. \$8; others \$10.
41		27 89	80 44	466 96	3,331 29	874 83	Co. free; non-res. \$10.
42		109 80	154 67	792 65	3,957 12	158 93	F. I. \$7; others \$10.
43	40 00	5 00		892 00	3,410 00	53 45	\$10.
44		61 03	325 99	66 29	2,749 46	469 88	Res. \$7; non-res. \$10.
45		302 62	117 98	768 93	4,789 53	423 68	\$10.
46				1,280 95	4,705 22	430 49	Town, first year \$5; \$8; others \$10.
47	1,586 81		259 90	167 31	2,894 02	8,138 48	H. S. D. \$5; others \$10.
48	938 54	108 40	32 29	313 89	3,973 12	203 26	Res. \$6; non-res. \$10.
49	184 50	231 51		902 64	4,389 11	226 27	\$10; Form I free to res.
50	40 50	47 79		159 74	2,908 03	146 04	Free.
51	70 00		92 00	221 00	1,633 00	173 70	Free.
52	428 59		21 19	828 62	3,917 65		\$10.
53		69 20	31 46	183 55	1,594 47	47 44	Free.
54	197 63	185 96	26 10	301 06	2,632 83	1,134 25	Free.
55	12,000 00		136 84	490 28	15,240 95	119 05	Free; Commercial course \$12.
56	168 00	140 98		494 61	2,975 52	610 68	\$6.
57	520 00	17 25	50 51	578 68	3,566 44		\$3; \$8.
58				328 10	1,828 10		H. S. D. free; others \$10.

## COLLEGIATE INSTITUTES AND

## I.—Table H.—Financial

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
59 Orangeville .....	793 83	1,100 00	2,600 00	1,389 90	200 26	6,083 99	4,238 00
60 Oshawa .....	761 35	1,513 18	3,700 00	584 25	145 90	6,704 68	4,627 87
61 Paris .....	624 40	624 40	1,800 00	179 07	375 33	3,603 20	2,770 00
62 Parkhill .....	587 18	587 18	1,150 00	892 75	589 68	3,806 79	2,820 00
63 Pembroke .....	714 50	714 50	3,671 71	.....	12 15	5,112 86	3,813 67
64 Petrolia .....	735 93	1,621 90	3,200 00	.....	2,815 34	8,373 17	3,747 43
65 Picton .....	841 12	2,405 00	3,500 00	.....	1,661 46	8,407 58	4,750 00
66 Port Arthur .....	1,186 32	.....	2,300 00	.....	39 05	3,525 37	3,041 73
67 Port Dover .....	448 31	448 31	772 36	.....	35 00	1,702 98	1,400 00
68 Port Elgin .....	572 23	791 18	1,000 00	440 00	211 80	3,015 21	2,380 00
69 Port Hope .....	855 88	1,561 50	1,976 73	1,010 00	48 74	5,452 85	4,485 53
70 Port Perry .....	*684 55	734 55	1,385 86	333 00	578 70	3,666 66	2,880 00
71 Port Rowan .....	425 78	575 36	852 38	.....	.....	1,853 52	1,350 00
72 Prescott .....	599 40	406 73	2,080 00	102 00	79 09	3,267 22	2,379 96
73 Rat Portage (Kenora) .....	988 00	.....	1,761 44	.....	65 00	2,814 44	2,200 00
74 Richmond Hill .....	515 91	808 14	300 00	628 25	213 32	2,465 62	1,829 25
75 Sault Ste. Marie .....	1,052 50	.....	4,225 00	723 00	12 85	6,013 35	2,884 62
76 Simcoe .....	778 33	2,089 15	1,817 75	16 00	58 71	4,759 94	3,915 00
77 Smith's Falls .....	681 16	.....	3,342 59	225 50	57 00	4,806 25	3,677 50
78 Smithville .....	509 48	685 00	800 00	.....	831 73	2,826 21	1,630 00
79 Stirling .....	515 46	715 53	1,652 28	295 00	202 79	3,381 06	1,868 25
80 Streetsville .....	445 22	1,150 00	250 00	193 50	975 91	3,014 63	1,477 50
81 Sydenham .....	565 04	2,100 00	.....	426 20	205 17	3,296 41	2,340 64
82 Thorold .....	551 53	689 41	1,100 00	.....	404 30	2,745 24	1,800 00
83 Tillsonburg .....	616 48	928 05	1,300 00	280 00	128 51	3,253 04	2,279 02
84 Toronto Technical .....	1,620 00	.....	22,615 74	5,299 72	2,198 00	31,733 46	21,915 96
85 Trenton .....	648 54	977 80	3,219 47	.....	223 00	5,068 81	3,052 08
86 Uxbridge .....	*677 09	828 20	1,300 00	724 29	342 74	3,872 32	2,949 35
87 Vienna .....	440 73	540 73	575 50	.....	678 66	2,235 62	1,111 31
88 Walkerton .....	746 19	1,190 95	2,300 00	649 64	388 40	5,275 18	3,800 00
89 Wardsville .....	438 46	438 46	340 00	210 00	280 54	1,707 46	1,200 00
90 Waterdown .....	499 29	899 29	450 00	344 00	373 08	2,565 66	1,900 00
91 Waterford .....	605 52	1,290 95	700 00	.....	792 65	3,389 12	2,336 97
92 Watford .....	671 37	1,865 00	700 00	439 25	1,713 58	5,389 20	2,826 50
93 Welland .....	682 98	1,705 21	1,800 00	.....	1,415 98	5,604 17	3,050 00
94 Weston .....	525 67	700 00	700 00	463 00	215 12	2,603 79	1,862 85
95 Wiarton .....	599 86	713 25	1,100 00	378 00	1,458 60	4,249 71	2,278 26
96 Williamstown .....	612 97	729 82	2,658 01	.....	6,744 10	10,744 90	2,610 75
1 Totals High Schools .....	62,244 84	92,095 92	160,943 34	41,225 52	83,543 36	440,052 98	269,924 28
2 " Collegiate Institutes .....	58,554 65	56,175 45	286,790 70	75,532 52	43,761 35	520,814 67	350,775 99
3 Grand totals 1904 .....	120,799 49	148,271 37	447,734 04	116,758 04	127,304 71	960,867 65	620,710 27
4 " " 1903 .....	118,772 82	149,288 03	392,965 94	111,028 26	104,682 31	876,737 36	571,558 64
5 Increases .....	2,026 67	.....	54,768 10	5,729 78	22,622 40	84,130 29	49,151 63
6 Decreases .....	.....	1,016 66	.....	.....	.....	.....	.....
7 Percentages .....	12.57	15.48	46.6	12.15	13.25	.....	70.77

\* Grant for Cadet Corps included.

## HIGH SCHOOLS.—Continued.

## Statement.—Concluded.

Expenditure.							Charges per year.
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
59 166 70		105 94	1,311 06	5,821 70	262 29	Town \$9; others \$10.	
60 285 04	516 62	94 94	730 55	6,255 02	449 66	\$7.50.	
61	45 33	8 40	760 92	3,584 65	18 55	Free; Co. and non-res. \$10.	
62 124 70	116 48	151 50	536 86	3,749 54	57 25	\$6; \$8; \$10.	
63 30 00	35 63	76 66	1,156 90	5,112 86		Free.	
64 25 50	301 03		587 73	4,661 69	3,711 48	Free.	
65		146 68	1,047 16	5,943 84	2,463 74	Free; non-res. \$10.	
66 121 26	27 15	169 90	165 33	3,525 37		Free.	
67		66 59	236 39	1,702 98		Free.	
68			452 96	2,832 96	182 25	Res. \$6.50; others \$10.	
69		42 55	924 77	5,452 85		Co. free; towns and others \$9.	
70 126 00		16 85	643 81	3,666 66		\$7 50.	
71 169 90		30 00	303 62	1,853 52		Free.	
72	131 86	4 05	693 55	3,209 42	57 80	Res. free; non-res. \$5.	
73	15 00	24 44	575 00	2,814 44		Free.	
74	8 95		471 00	2,309 20	156 42	\$1.	
75 720 00	41 37	182 87	438 74	4,267 60	1,745 75	\$10.	
76 11 37	4 00	43 46	786 11	4,759 94		Res. free; non-res. \$10.	
77	146 06	107 05	375 64	4,306 25		Town free; Co. \$5; others \$10.	
78 63 21	177 70	65 50	279 62	2,216 03	610 18	Free.	
79 61 83	174 87		164 94	2,269 89	1,111 17	\$10.	
80	241 02	19 61	231 47	1,969 60	1,045 03	\$5.	
81 95 00	232 77	5 00	359 44	3,032 85	283 56	Res. \$5; non-res. \$6.	
82 159 18	147 50	17 90	485 09	2,609 67	135 57	Free.	
83 25 22	10 12	17 50	710 81	3,042 67	210 37	\$6.	
84 25 75	2,003 88	3,094 97	4,692 90	31,733 46		1st year, free; 2nd, \$9; 3rd, \$15; special, \$2 per subject.	
85 95 85	114 03	12 00	825 17	4,099 13	969 68	Town free; Co. \$26.10.	
86 273 50	75 50	25 00	472 90	3,796 25	76 07	Res. \$5; Co. \$7.50.	
87 232 00		17 82	61 64	1,422 77	812 85	Free.	
88	266 33	188 60	493 51	4,748 44	526 74	\$10.	
89	54 87	21 21	374 87	1,650 95	56 51	Res. \$7.50; others \$10.	
90 8 00		2 80	654 86	2,565 66		\$5.	
91	42 77		544 88	2,924 62	464 50	Free.	
92	90 65		1,065 00	3,962 15	1,407 05	\$10; Co. free.	
93 307 40	59 04		538 31	3,954 75	1,649 42	Free.	
94 78 00	8 63	22 33	397 43	2,369 24	234 55	\$10.	
95 21 00	12 20		1,801 75	4,113 21	136 50	\$5.	
96 221 86		64 43	6,422 16	9,319 20	1,425 70	Free.	
1 23,308 92	8,568 49	8,064 07	70,848 03	380,708 79	59,344 19	47 free; 49 fee.	
2 27,203 18	13,918 42	7,064 86	97,406 21	496,378 66	24,436 01	9 free; 33 fee.	
3 50,512 10	22,481 91	15,128 93	168,254 24	877,087 45	83,780 20	56 free; 82 fee.	
4 48,723 59	18,967 15	9,880 31	166,952 38	816,082 07	60,655 29	54 free; 81 fee.	
5 1,788 51	3,514 76	5,248 62	1,301 86	61,005 38	23,124 91	2 free; 1 fee.	
6							
7 5.76	2.56	1.72	19.18			40.58% free; 59.42% fee.	

Cost per pupil, enrolled attendance, \$31.65; average attendance, \$52.42.



## COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.		Pupils.				Number of pupils						
		Boys.	Girls.	Total.	Average attendance.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.
1	Aylmer .....	94	93	187	110	171	179	183	162	177	89	
2	Barrie .....	145	143	288	166	262	288	286	182	197	116	
3	Berlin .....	130	117	247	140	235	242	244	155	171	84	
4	Brantford .....	169	215	384	237	304	371	371	147	158	146	
5	Brockville .....	164	170	334	195	296	334	334	296	320	127	
6	Chatham .....	198	257	455	266	438	455	455	251	290	180	
7	Clinton .....	95	91	186	110	165	184	184	78	78	99	
8	Cobourg .....	69	94	163	89	152	163	163	152	152	39	11
9	Collingwood .....	103	140	243	139	219	243	243	134	207	100	
10	Galt .....	140	147	287	169	243	287	287	184	262	76	
11	Goderich .....	108	160	268	167	245	262	262	85	118	95	
12	Guelph .....	133	189	322	182	294	322	322	222	132	100	
13	Hamilton .....	373	480	853	508	624	831	831	261	620	356	
14	Ingersoll .....	71	89	160	94	150	160	160	120	160	40	
15	Kingston .....	256	317	573	344	487	568	545	385	313	120	
16	Lindsay .....	141	164	305	168	296	305	305	259	259	95	
17	London .....	490	492	982	590	885	971	971	885	971	343	
18	Morrisburg .....	134	134	268	168	247	268	268	175	208	151	
19	Napanee .....	125	166	291	166	270	270	287	184	195	94	
20	Niagara Falls .....	104	185	289	164	260	289	289	202	231	58	
21	Orillia .....	119	171	290	174	253	272	272	220	232	104	6
22	Ottawa .....	397	306	703	410	555	703	699	341	537	89	
23	Owen Sound .....	234	246	480	300	408	469	468	354	399	192	
24	Perth .....	101	118	219	142	210	216	217	180	187	52	
25	Peterborough .....	168	196	364	246	320	364	364	364	364	76	
26	*Renfrew .....	105	155	260	155	242	260	260	203	211	100	
27	Ridgetown .....	108	110	218	119	207	218	218	169	190	79	
28	St. Catharines .....	132	205	337	178	314	337	337	314	331	81	
29	St. Mary's .....	103	145	248	154	208	240	240	103	216	80	
30	St. Thomas .....	217	282	499	309	481	499	499	352	195	147	
31	Sarnia .....	135	195	330	192	316	330	327	152	198	118	
32	Seaford .....	104	110	214	136	181	192	190	135	190	62	
33	Stratford .....	169	214	383	221	360	378	378	236	244	147	
34	Strathroy .....	80	104	184	128	180	182	182	152	156	65	
35	Toronto (Harbord) .....	292	345	637	384	541	635	636	375	193	178	
36	Toronto (Jameson) .....	201	240	441	262	410	441	441	362	425	92	
37	Toronto (Jarvis) .....	322	306	628	370	541	621	621	178	559	172	
38	Toronto Junction .....	147	157	304	175	289	298	299	284	216	105	
39	Vankleek Hill .....	86	125	211	129	201	208	208	93	161	75	
40	Whitby .....	60	87	147	90	140	145	145	80	140	50	15
41	Windsor .....	141	216	357	215	226	335	118	200	200	57	
42	Woodstock .....	126	212	338	201	312	338	330	312	338	91	
Totals .....		6,789	8,088	14,877	8,865	13,138	14,673	14,439	9,678	11,101	4,720	32

\* Statistics of preceding year.

## AND HIGH SCHOOLS.—Continued.

various subjects, and Examination Results.

in the various branches of instruction.

	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physies.	Mineralogy.	Writing.
1	...	162	162	177	180	180	16	122	3	156	2	.....	98	98	112	.....	98
2	...	154	173	260	270	194	21	167	35	176	2	4	122	136	243	.....	109
3	...	192	196	239	243	153	17	35	153	104	4	40	101	163	163	.....	136
4	...	213	288	347	315	201	20	295	73	230	12	3	86	83	144	.....	189
5	...	320	207	290	290	230	25	206	74	246	6	6	296	112	300	.....	207
6	...	275	275	438	363	256	17	211	34	277	48	161	186	115	338	.....	289
7	...	78	109	165	184	184	19	111	25	157	16	88	95	58	172	.....	57
8	11	124	124	152	163	163	11	44	14	122	12	48	48	121	121	.....	124
9	...	131	143	211	225	225	20	72	14	139	.....	9	152	82	139	.....	97
10	...	187	211	278	241	189	14	162	65	131	3	.....	97	86	118	.....	170
11	...	80	110	245	240	145	21	129	47	135	6	1	85	57	132	.....	98
12	...	222	222	294	232	232	28	234	59	210	5	2	66	109	172	.....	167
13	613	498	497	643	807	791	73	569	264	772	8	21	320	211	462	.....	344
14	...	120	146	150	150	85	14	130	.....	92	.....	84	84	54	129	.....	41
15	...	385	401	524	471	470	19	407	102	392	12	.....	112	104	179	.....	147
16	...	195	195	296	225	179	26	195	18	236	9	7	52	202	208	.....	118
17	...	628	628	885	798	544	81	685	98	744	18	28	28	324	330	.....	628
18	208	108	171	244	250	200	34	206	30	218	14	70	104	70	229	9	90
19	...	226	244	269	245	137	18	234	34	216	6	134	134	111	233	12	95
20	...	202	202	260	281	281	25	164	16	167	3	128	164	101	216	.....	174
21	6	115	217	255	236	220	20	195	53	208	7	92	120	126	174	.....	110
22	...	480	555	555	701	399	49	611	94	514	22	2	176	97	356	.....	350
23	...	360	339	408	404	404	47	308	35	313	13	98	198	134	374	.....	168
24	...	180	180	208	216	149	10	138	18	176	14	129	84	29	132	.....	57
25	...	320	280	340	364	265	15	199	16	170	4	.....	195	57	72	.....	243
26	...	160	160	242	203	153	8	193	25	181	6	.....	60	32	133	.....	107
27	...	159	159	207	163	153	21	66	15	163	4	8	78	65	154	.....	115
28	...	250	250	314	310	194	18	196	70	175	14	4	120	73	120	.....	195
29	...	150	148	221	239	185	28	155	34	237	7	91	106	75	239	.....	68
30	...	297	352	481	375	263	18	113	29	244	3	94	203	81	197	.....	236
31	...	188	244	311	318	163	17	146	23	191	16	95	95	84	216	.....	109
32	...	130	132	180	168	131	25	130	22	167	5	5	6	48	76	.....	138
33	...	143	278	346	308	309	32	129	87	290	4	109	137	132	215	.....	205
34	...	156	182	178	168	168	6	98	15	137	3	2	82	44	175	.....	75
35	...	403	416	608	602	558	74	619	213	521	50	223	249	108	445	.....	288
36	...	374	374	419	425	401	14	420	105	404	26	8	264	76	382	.....	340
37	...	329	498	527	608	573	68	584	194	537	37	27	401	131	535	.....	236
38	...	220	220	284	236	154	15	150	48	180	17	73	126	64	171	.....	141
39	...	93	134	202	208	161	12	142	10	173	3	88	88	45	109	.....	47
40	130	80	100	140	143	117	12	55	10	130	2	2	105	28	57	.....	80
41	...	151	260	330	216	122	16	183	37	214	1	37	121	39	74	.....	145
42	...	130	247	312	276	264	18	192	41	206	10	148	148	117	222	.....	133
968	9,368	10,429	13,435	13,060	10,545	1,062	9,400	2,352	10,451	454	2,169	5,592	4,082	8,799	21	6,964	

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

Number of pupils in the various branches of instruction.—Con.										
Collegiate Institutes.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Courses.				
						Commercial.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
1 Aylmer.....	98			98	162				44	
2 Barrie.....	129	89	42	46	288				125	
3 Berlin.....	161	76	44	130	141	44	96	108	38	8
4 Brantford.....	164	86	51	167	338	86	77	73	48	23
5 Brookville.....	146	42	42	140		42			45	
6 Chatham.....	289	137	137	196	438	137			114	
7 Clinton.....	77		58	79	176	9			34	
8 Cobourg.....	124	98	72		163		45		28	
9 Collingwood.....	97	48	45	137	219	27			34	
10 Galt.....	120	67	70	106	266	64			41	
11 Goderich.....	131	76	20	104	240	12			48	
12 Guelph.....	175	90	90	80	294	90			40	
13 Hamilton.....	300	113	16	261	720	25	309	349	80	
14 Ingersoll.....	41	24	15	75	159	5	30	43	30	
15 Kingston.....	187	97	99	66		93	143		35	85
16 Lindsay.....	118	51	51	108	300	35			45	
17 London.....	628	165	90	640	940	165	298	306	177	
18 Morrisburg.....	110	60	38	113	230	38			110	
19 Napanee.....	110	80	47	186	278				86	
20 Niagara Falls.....	205	112	64	169	260	87			34	
21 Orillia.....	110	49	68	98	270				70	
22 Ottawa.....	407	61	50	492	690	36			34	
23 Owen Sound.....	240	40	35	215	278	44			75	
24 Perth.....	103			154	209				26	
25 Peterborough.....	243	81	20						32	
26 *Renfrew.....	97	62	47	60	101		31			
27 Ridgeway.....	115	58	54	64	207	75			56	
28 St. Catharines.....	195	123	35		383	123			42	
29 St. Mary's.....	86	30	7	103	221				66	
30 St. Thomas.....	236	124	124	228	499	61			129	
31 Sarnia.....	135	99	56	69	320	99			28	
32 Seaford.....	94	31	45	86	201	31			49	
33 Stratford.....	150	79	60	80		90	98	118	111	
34 Strathroy.....	75	37	32	88	178	10			35	
35 Toronto (Harbord).....	177	74	30	439	588				30	
36 Toronto (Jameson).....	265	82	12	292	390				39	
37 Toronto (Jarvis).....	196	59	47	328	586	140			61	
38 Toronto Junction.....	98	62	64	131		62			19	
39 Vankleek Hill.....	46	23	23	78	200				29	
40 Whitby.....	100	20		100	140	80			15	
41 Windsor.....	198	142	62	333	325	139			15	31
42 Woodstock.....	130	61	44	80	292	61	53		7	
Totals.....	6,906	2,908	2,009	6,869	1,640	2,108	1,180	997	2,204	147

\*Statistics of preceding year.



## HIGH SCHOOLS.—Continued.

## Subjects and Examination Results.—Continued.

## Examination Results.

Number passed District Certificate Examination.	Number passed Junior Examination.	Number of Honors obtained by such pupils.	Number awarded Middle School Graduation Diplomas.	Number passed Senior Examination.	Number of Honors obtained by such pupils.	Number awarded Upper School Graduation Diplomas.	Number passed the full Departmental Matriculation Examination.	Number passed the Junior Matriculation Examination held by any University.	Number of first-class Junior Matriculation Honors taken by Matriculation candidates.	Number of second-class Junior Matriculation Honors taken by Matriculation candidates.	Number passed the Senior Matriculation Examination held by any University.	Number passed the Entrance Examination other than the Departmental, for any profession.
1	15			6				3			1	2
2	13			14				8			1	3
3	7		7	3	1	3		6				
4	11			9				17	3			
5	5		15	9		5		10	25	5		6
6	10			3				12	1	7	8	
7	15			4				5		2	3	
8	10			4				2				
9	14			6				6	10		2	4
10	13	2	20	5		1		17				
11	20	2	21	4		3		1				
12	13			4				4		4		3
13	15		1	25				39	8	23	23	13
14	3			5								
15	5							18	13	6	4	
16	5		21	5		5		13				3
17	29			24	1			41	1	21	8	
18	20		20	2		4		4	1		2	
19	11	1		9				10		1	3	1
20	12		12	6		6		1			1	4
21	9			4				4				
22	7					11		12	22	8	5	
23	35	1		13	3			15		11		
24	11		12	3		2		5	2			2
25	15			7				12		3	2	
26	12			1					4	1		1
27	18		20	5		5		7	7	2	1	3
28	6			7	2			10	3	5	4	
29	21		14			7		9		3	10	
30	19		26	6		7		9	2	5	5	
31	11		17	4		3		6		2	8	1
32	24	1		16	1			1		9	1	
33	17		17	13				3	3			
34	13	1	15	1		1		2		2	2	
35	5			6	1			32		18	6	
36	11		33	1		5		20	5	12	4	
37	37	8		6	2			10	27	12	8	
38	9		9	11	2	4		6				
39	20	1		1				10	3			
40	8		7	6	1	3		1				
41	9		17	2				6				
42	14			7				7			1	2
23	577	18*	304	278	15	75	402	140	160	150	14	48

## COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

High Schools.	Pupils.				Number of Pupils					
	Boys.	Girls.	Total.	Average Attendance.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.
1 Alexandria .....	61	62	123	84	123	123	123	123	123	37
2 Almonte .....	60	76	136	78	129	132	134	100	85	31
3 Arnprior .....	53	79	132	82	128	132	132	88	128	44
4 Arthur .....	58	72	130	88	118	130	130	88	88	42
5 Athens .....	79	115	194	126	190	192	192	190	191	95
6 Aurora .....	47	56	103	64	95	103	103	69	69	26
7 Beamsville .....	29	29	58	40	58	58	58	56	56	36
8 Belleville .....	125	134	259	147	248	257	256	178	255	43
9 Bowmanville .....	55	85	140	87	128	133	133	80	126	51
10 Bradford .....	69	74	143	80	92	143	143	92	94	51
11 Brampton .....	107	80	187	117	158	187	187	158	187	68
12 Brighton .....	29	40	69	39	69	69	69	36	36	33
13 Caledonia .....	51	62	113	69	107	108	108	75	108	42
14 Campbellford .....	76	82	158	91	149	157	158	105	112	42
15 Carleton Place .....	77	84	161	105	95	159	159	42	100	37
16 Cayuga .....	48	45	93	52	91	93	93	89	93	27
17 Chesley .....	30	40	70	60	65	70	70	65	70	21
18 Colborne .....	40	36	76	47	76	76	76	44	44	28
19 Cornwall .....	126	166	292	178	286	292	292	270	292	109
20 Deseronto .....	45	77	122	80	109	122	122	112	122	45
21 Dundas .....	76	63	139	82	138	139	139	123	123	35
22 Dunnville .....	72	75	147	95	141	142	138	116	121	37
23 Dutton .....	103	113	216	137	176	216	216	176	216	109
24 East Toronto .....	51	34	85	46	85	85	85	85	85	10
25 Elora .....	35	60	95	45	90	95	95	47	79	48
26 Essex .....	55	83	138	89	128	138	138	84	84	86
27 Fergus .....	65	77	142	82	73	142	142	131	142	69
28 Forest .....	56	69	125	83	117	125	125	83	83	42
29 Fort William .....	39	38	77	49	77	77	77	77	77	15
30 Gananoque .....	60	90	150	94	149	150	150	109	150	50
31 Georgetown .....	58	76	134	75	123	134	134	92	99	38
32 Glencoe .....	64	48	102	61	94	100	100	68	68	42
33 Gravenhurst .....	26	38	64	32	64	64	64	47	64	17
34 Grimsby .....	27	40	67	33	67	67	67	67	67	13
35 Hagersville .....	61	59	120	70	114	120	120	114	114	38
36 Harrison .....	73	69	136	80	115	131	131	54	131	73
37 Hawkesbury .....	32	32	64	33	56	63	63	42	34	18
38 Iroquois .....	76	88	164	110	155	164	164	129	129	46
39 Kemptonville .....	112	133	245	153	230	245	245	202	222	103
40 Kincardine .....	87	102	189	121	170	189	189	121	127	63
41 Leamington .....	73	80	153	83	140	153	153	90	90	50
42 Listowel .....	86	76	162	96	142	162	162	95	113	71
43 Lucan .....	71	86	157	99	136	157	157	81	115	76
44 Madoc .....	46	53	99	55	94	99	98	57	60	38
45 Markham .....	138	85	223	140	190	210	210	190	210	87
46 Meaford .....	75	86	161	98	146	161	161	94	94	67
47 Midland .....	23	27	50	46	47	50	50	42	50	8
48 Mitchell .....	69	70	139	89	139	139	139	106	106	56
49 Mount Forest .....	79	77	156	96	148	156	156	94	156	62
50 Newburgh .....	75	80	155	101	155	155	155	155	155	62
51 Newcastle .....	27	43	70	40	69	70	70	60	60	20
52 Newmarket .....	71	77	148	91	148	148	148	123	123	49
53 Niagara .....	18	33	51	23	51	51	51	15	16	20
54 Niagara Falls South .....	32	40	72	27	71	71	71	61	65	9
55 North Bay .....	44	62	106	63	105	105	105	80	80	24
56 Norwood .....	72	78	150	90	145	145	145	110	110	58
57 Oakville .....	48	64	112	64	112	112	82	52	81	29

## AND HIGH SCHOOLS.—Continued.

various subjects and Examination Results.—*Continued.*

in the various branches of instruction.

	Medieval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.
1			123	123	123	123	69	.....	119	.....	119	.....	75	78	37	97		83
2			111	111	128	134	68	5	61	2	103	3	71	91	84	97		91
3			128	88	128	132	132	3	49	.....	120	5	43	43	25	120		43
4			88	88	88	130	130	8	28	1	121	.....	88	88	62	123		45
5			130	137	189	192	192	7	111	7	190	4	77	77	128	144		77
6			95	103	95	103	95	8	51	7	93	1	34	34	34	93		34
7			52	51	58	58	36	.....	17	.....	31	.....	28	31	21	52		34
8			142	257	178	259	97	11	85	.....	72	.....	2	94	86	86		22
9			126	112	129	135	135	6	102	12	121	2	33	33	32	140		92
10			86	92	92	143	143	2	92	2	112	.....	46	39	97	46		80
11			158	110	158	185	189	27	115	3	145	8	20	168	56	170		46
12			36	36	69	69	48	.....	26	.....	56	.....	.....	33	47	36		110
13			107	75	107	108	108	1	60	8	102	.....	65	95	48	36		36
14			105	105	157	189	137	7	58	3	61	2	48	71	82	50		50
15			95	110	95	159	146	6	62	8	57	.....	98	77	90	135		62
16			76	66	87	93	56	4	39	.....	60	.....	66	51	24	85		39
17		4	65	49	66	70	49	4	44	5	68	.....	.....	49	11	67		66
18			44	44	76	76	61	.....	43	4	66	.....	16	25	45	20		16
19			208	292	286	206	206	14	180	12	178	8	82	182	17	187		209
20			109	85	112	122	122	11	87	14	73	1	42	18	122	77		77
21			123	139	139	139	82	.....	93	5	96	1	76	76	63	122		94
22			114	109	145	146	93	6	43	17	83	.....	84	67	122	90		30
23			176	97	176	216	216	42	30	.....	194	3	13	90	216	216		34
24			61	75	85	85	85	.....	77	14	79	8	48	81	83	62		62
25			70	70	88	95	69	7	33	9	90	.....	19	47	42	95		26
26			110	84	128	136	86	16	70	13	123	12	84	84	40	45		60
27			73	73	73	142	142	11	82	14	102	2	73	37	65	141		37
28			83	83	117	125	125	8	70	42	95	1	.....	50	36	63		50
29			75	62	77	77	77	2	72	.....	70	.....	53	60	28	77		62
30	2	2	109	109	145	148	90	2	87	20	75	.....	30	30	96	88		77
31			123	130	123	131	95	8	35	9	120	1	.....	92	14	123		78
32			75	65	96	102	82	6	66	.....	90	.....	44	65	97	21		21
33			64	47	64	64	64	.....	32	.....	27	.....	43	16	64	14		14
34			67	54	67	67	34	.....	26	.....	38	.....	42	5	45	33		33
35			93	82	116	118	78	6	.....	.....	.....	.....	74	66	56	120		63
36			54	54	115	131	131	14	57	34	86	6	30	30	66	123		45
37			49	49	57	61	31	5	59	.....	53	.....	30	41	50	49		41
38			129	131	155	160	94	12	77	6	124	8	78	110	126	96		93
39			202	142	230	245	245	20	92	11	215	10	142	142	76	245		66
40			120	146	179	149	149	7	112	17	132	1	.....	71	33	142		138
41			93	93	140	148	100	8	79	7	80	.....	55	55	55	80		47
42			162	92	152	161	161	18	41	74	154	3	.....	86	39	69		92
43			81	81	136	157	155	21	101	12	144	.....	4	73	95	157		77
44			56	56	99	98	60	4	32	10	60	.....	48	30	50	33		33
45			123	123	190	223	198	30	183	7	210	7	3	70	80	147		123
46			92	94	146	159	155	15	82	24	153	.....	94	94	93	112		44
47			47	42	47	50	50	3	33	6	37	.....	19	45	45	42		42
48			104	106	139	139	115	1	51	.....	75	.....	62	71	52	131		68
49			94	148	148	156	99	8	55	4	140	1	61	62	57	156		57
50			155	155	155	154	155	.....	82	.....	111	.....	86	31	104	93		93
51			60	30	69	50	50	.....	33	3	40	.....	20	15	25	25		25
52			123	99	148	128	116	.....	89	.....	88	4	32	80	98	99		99
53			51	31	51	51	36	.....	36	.....	33	.....	15	20	36	36		36
54			61	61	71	70	61	.....	58	.....	55	.....	31	10	26	42		42
55			80	82	106	104	46	.....	90	2	57	.....	7	19	24	82		82
56			145	130	147	149	110	.....	120	5	135	.....	90	90	60	125		100
57			75	83	112	83	83	.....	22	2	56	.....	31	82	29	50		4



## COLLEGIATE INSTITUTES AND

## II.—Table I.—Attendance, Pupils in the various

Number of pupils in the various branches of instruction.—*Con.*

High Schools.	Special Courses.									
	Bookkeeping.	Stenography.	Type-writing.	Art.	Physical Education.	Commercial.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
1 Alexandria.....	83				88	123				18
2 Almonte.....	91	50	46		92		36			26
3 Arnprior.....	43				43					27
4 Arthur.....	88				88	130				41
5 Athens.....	77				115					84
6 Aurora.....	46	34	20		34					26
7 Beamsville.....	33				33					15
8 Belleville.....	46				60					28
9 Bowmanville.....	80	6			80	76				26
10 Bradford.....	86	26			76	143				49
11 Brampton.....	110	48	32		110					19
12 Brighton.....	36									18
13 Caledonia.....	50				50					40
14 Campbellford.....	73	25								
15 Carleton Place.....	110				95					57
16 Cayuga.....	66									11
17 Chesley.....	20				49					16
18 Colborne.....	16									28
19 Cornwall.....	124	60	58		108	209	40			69
20 Deseronto.....	77				85					18
21 Dundas.....	94	35	35		94	137	8			29
22 Dunnville.....	73	33				128				
23 Dutton.....	31				34					77
24 East Toronto.....	62				62					16
25 Elora.....	47		3							24
26 Essex.....	60				60	84		60		
27 Fergus.....	40				37					58
28 Forest.....	50				50					34
29 Fort William.....	59	19				77				
30 Gananoque.....	71	29	8		77	150	29			24
31 Georgetown.....	78				78					14
32 Glenora.....	29				44					21
33 Gravenhurst.....	14	16			47	45				8
34 Grimsby.....	52				53					12
35 Hagersville.....	63				63					32
36 Harriston.....	45	50			45		7			33
37 Hawkesbury.....	41				41					0
38 Iroquois.....	93	21			93					21
39 Kemptville.....	66				142					68
40 Kincardine.....	138	48	46		70	178	48			53
41 Leamington.....	47	12								35
42 Listowel.....	92				92	155				50
43 Lucan.....	77	17	29		77	110				40
44 Madoc.....	33									38
45 Markham.....	123	50	10							67
46 Meaford.....	42	20	7		44	146				52
47 Midland.....	19					42				
48 Mitchell.....	68				68	139				37
49 Mount Forest.....	94				94					54
50 Newburgh.....		86			107					62
51 Newcastle.....	25									17
52 Newmarket.....	95	85	64		98	148	28			27
53 Niagara.....	36	25	25		31		7			16
54 Niagara Falls South.....	51	27	36		42	37				10
55 North Bay.....	82	34	30							24
56 Norwood.....	96							60		58
57 Oakville.....	44	21	21	24		21				21

HIGH SCHOOLS.—Continued.

subjects and Examination Results.—Continued.

Examination Results.

Number passed District Certificate Examination.	Number passed Junior Examination.	Number of Honors obtained by such pupils.	Number awarded Middle School Graduation Diplomas.	Number passed Senior Examination.	Number of Honors obtained by such pupils.	Number awarded Upper School Graduation Diplomas.	Number passed the full Departmental Matriculation Examination.	Number passed the Junior Matriculation Examination held by any University.	Number of first-class Junior Matriculation Honors taken by Matriculation Candidates.	Number of second-class Junior Matriculation Honors taken by Matriculation Candidates.	Number passed the Senior Matriculation Examination held by any University.	Number passed the Entrance Examination other than the Departmental for any profession.
1		11						6				
2		3	3	1				1	1			1
3		1		1				3	1			
4		6	2	3		2		4	1			
5		26	1	30				20				1
6	2	11		11	3	3		4				
7		2										
8				11	6	2	4	8				
9		7		5	5			1	1			
10		5		6	1	1						
11		11		11	5	2		13	2	3	18	
12		7		7				2				
13		8		7	3	2		4		3	4	
14		8			3			1				
15		10	1	6	2	3				3	1	
16		7			1							
17												
18		5		5				1				
19		11						4				
20		7			5	1		1				
21		12						2				
22		6										
23		27	1	27	24	3	15	2	2	6	4	
24								1				
25		11			1			3				1
26		8		9	5	7		5				
27		11		8	2	4		5		2	4	2
28		15		15	6	6		6	1			
29		2						1				
30		8						6	2			
31		10		8	3	4					1	1
32		6		3	2	1						
33	7	3						1				
34		2		2								
35		6	1									
36		8			2			5			1	
37		8			1			1				
38		10		9	1			8		2	1	
39		23			6	1		12		1	2	
40		24			2	1		3				
41		8			4		2	6				
42		15			2	1		1			2	
43		16			4			4		1		
44		11						1	1		1	
45	1	9		9	3			10		1	5	1
46		9			5			6	3			1
47								3				
48		10						3				2
49		5			2			1		2	3	
50		15							1			
51		4							1			
52		7		9				3				
53												
54		1		1								
55								1				
56	6	1						1				2
57		1						2				

## COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

High Schools.	Pupils.				Number of Pupils in the							
	Boys.	Girls.	Total.	Average attendance.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.
58 Omemee .....	26	34	60	37	60	60	60	40	60	53		
59 Orangeville .....	83	123	206	118	192	201	201	154	160	87		
60 Oshawa .....	85	94	179	121	171	179	179	125	179	43		
61 Paris .....	67	63	130	80	123	130	130	65	101	29		
62 Parkhill .....	75	90	165	105	144	165	155	77	99	78		
63 Pembroke .....	94	82	176	87	155	176	176	163	170	77		
64 Petrolia .....	72	93	165	97	158	165	165	96	77	77		
65 Picton .....	95	120	215	122	206	215	215	151	154	63		
66 Port Arthur .....	24	56	80	40	80	80	80	77	77	15		77
67 Port Dover .....	42	42	84	52	84	85	84	49	49	35	35	35
68 Port Elgin .....	48	37	85	50	85	85	85	78	78	29		
69 Port Hope .....	96	183	229	145	213	229	229	213	229	62		
70 Port Perry .....	53	58	111	63	105	111	111	111	111	73		
71 Port Rowan .....	31	18	49	28	49	49	49	24	24	25		
72 Prescott .....	44	67	111	57	105	111	111	83	87	28		
73 Rat Portage (Kenora) .....	40	56	96	41	87	96	96	89	89	89		
74 Richmond Hill .....	58	48	106	50	106	106	106	76	106	51	5	106
75 Sault Ste. Marie .....	56	91	147	74	144	147	147	93	56	34		
76 Simcoe .....	81	89	170	90	155	170	170	135	135	69		
77 Smith's Falls .....	64	127	191	127	186	191	191	177	191	63		
78 Smithville .....	36	44	80	51	78	80	80	48	50	32		
79 Stirling .....	26	33	59	38	50	59	59	50	59	35		
80 Streetsville .....	24	25	49	35	49	49	49	32	32	17		
81 Sydenham .....	44	81	125	81	125	125	125	70	125	55		125
82 Thorold .....	33	40	73	58	73	73	73	62	64	25		
83 Tillsonburg .....	50	58	108	66	108	108	108	108	108	31		
84 Toronto Technical .....	310	290	600	504	525	525	525	320	320			320
85 Trenton .....	77	83	160	95	136	158	158	139	154	44		
86 Uxbridge .....	66	94	160	88	150	160	160	141	159	60		
87 Vienna .....	16	22	38	20	38	38	38	38	38	16		
88 Walkerton .....	76	80	156	88	149	150	150	103	103	55		150
89 Wardsville .....	15	25	40	23	38	40	40	31	38	21		38
90 Watford .....	58	69	122	66	122	122	122	117	122	36		
91 Watford .....	56	63	119	76	106	115	115	106	90	41		
92 Watford .....	80	96	176	110	160	168	168	60	108	108		168
93 Welland .....	71	132	203	126	201	201	201	75	140	51		
94 Weston .....	32	45	77	45	73	77	77	61	61	18		
95 Wiarton .....	50	55	105	64	105	105	105	93	105	37		
96 Williamstown .....	50	55	105	62	105	105	105	74	33	29		
1 Totals, High Schools .....	5,929	6,903	12,832	7,865	11,881	12,625	12,631	9,336	10,419	4,422	42	1,025
2 Totals, Collegiate Institutes .....	6,789	8,088	14,877	8,865	13,138	14,673	14,439	9,678	11,101	4,720	32	968
3 Grand Totals, 1904 .....	12,718	14,991	27,709	16,730	25,019	27,298	27,070	19,014	21,520	9,142	74	1,993
4 Grand Totals, 1903 .....	11,988	13,734	25,722	15,317	23,069	25,375	24,885	15,239	17,494	9,187		
5 Increases .....	730	1,257	1,987	1,413	1,950	1,923	2,185	3,775	4,026			
6 Decreases .....										45		
7 Percentages .....	45.9	54.1	*	60.38	90.65	98.51	97.69	68.62	77.66	32.99	26	7.19



## HIGH SCHOOLS.—Continued.

## subjects and Examination Results.—Continued.

various branches of Instruction.

	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.
58	40	40	60	60	58	1	25	.....	43	.....	.....	.....	58	58	.....	20
59	154	120	194	202	195	19	143	33	164	12	7	6	94	127	.....	76
60	158	139	174	179	179	10	98	33	125	6	.....	139	41	179	.....	95
61	65	101	123	110	110	7	36	8	63	1	.....	65	12	97	.....	85
62	87	82	154	141	116	22	69	14	94	3	4	65	47	77	.....	87
63	110	99	163	173	173	11	129	.....	141	.....	.....	78	74	80	.....	78
64	96	96	158	165	164	7	124	1	123	.....	119	162	54	.....	165	44
65	96	173	207	177	188	9	132	31	153	.....	102	116	38	90	.....	90
66	80	65	80	80	80	.....	75	10	75	4	25	77	65	80	.....	77
67	68	68	84	84	84	.....	25	7	75	3	37	37	40	60	.....	37
68	60	60	85	82	58	.....	30	8	77	3	.....	49	41	78	.....	32
69	100	100	213	184	178	17	96	32	164	6	83	83	61	88	.....	48
70	105	111	100	101	83	6	64	29	61	4	.....	84	17	63	.....	67
71	24	37	49	46	46	.....	31	.....	30	.....	.....	37	15	48	.....	30
72	80	82	107	111	58	4	30	6	51	.....	35	35	24	63	.....	56
73	84	55	89	96	96	.....	27	.....	69	.....	.....	35	14	26	.....	50
74	106	55	101	103	106	5	55	6	50	1	.....	39	30	100	.....	58
75	127	131	145	147	68	.....	46	.....	124	.....	72	94	25	62	.....	93
76	12	101	154	165	120	15	60	25	80	4	.....	101	69	110	.....	101
77	177	177	186	191	191	14	138	9	160	4	.....	177	98	191	.....	177
78	48	48	78	80	53	2	.....	.....	63	.....	48	27	54	48	.....	24
79	50	24	50	59	59	9	13	.....	55	.....	5	5	49	59	.....	13
80	32	32	49	45	35	.....	35	6	45	.....	30	30	35	45	.....	44
81	125	70	125	125	125	.....	103	12	109	.....	.....	70	16	40	.....	47
82	71	47	73	70	70	4	62	.....	63	.....	.....	75	40	73	.....	47
83	104	91	107	107	95	.....	60	.....	64	.....	75	75	50	90	.....	71
84	200	525	525	320	175	35	450	.....	.....	.....	.....	150	150	150	.....	370
85	136	112	140	158	158	17	81	37	136	.....	.....	45	74	82	.....	112
86	141	99	150	160	96	9	68	46	105	5	77	87	119	140	.....	63
87	22	22	38	38	38	.....	2	.....	29	.....	.....	22	16	38	.....	22
88	94	94	139	150	118	17	34	38	109	7	.....	31	34	109	.....	47
89	38	31	40	40	40	.....	9	.....	27	1	.....	31	21	34	.....	41
90	89	117	117	122	122	5	110	10	100	5	.....	45	25	122	.....	45
91	82	115	110	112	88	9	37	12	104	3	47	61	92	114	.....	61
92	75	116	156	164	104	12	60	10	164	.....	.....	60	88	165	.....	60
93	107	107	169	199	145	12	140	26	169	4	.....	70	48	198	.....	51
94	62	61	72	73	41	3	36	12	50	1	25	25	18	39	.....	25
95	68	68	93	105	105	12	12	6	90	1	.....	68	63	12	.....	68
96	96	92	105	105	34	.....	65	.....	83	3	51	51	5	105	.....	51
1	9,125	9,203	11,814	12,083	9,974	697	6,639	922	8,955	183	2,595	5,871	4,956	9,038	165	6,192
2	9,368	10,429	13,435	13,060	10,545	1,062	9,400	2,352	10,454	454	2,169	5,592	4,082	8,799	21	6,964
3	18,493	19,632	25,249	25,143	20,519	1,759	16,039	3,274	19,409	637	4,764	11,463	9,038	17,837	186	13,156
4	15,290	17,530	23,246	23,840	17,873	1,618	14,522	3,229	18,831	602	298	9,442	6,214	14,240	.....	11,296
5	3,203	2,102	2,003	1,303	2,646	141	1,517	45	578	35	4,466	2,021	2,824	3,597	.....	1,860
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	66.74	70.85	91.12	90.74	74.05	6.35	67.88	11.81	70.04	2.3	17.19	41.37	32.61	64.37	.67	47.47

## COLLEGIATE INSTITUTES AND

## II.—Table I.—Attendance, Pupils in the various

Number of pupils in the various branches of  
Instruction.—*Concluded.*

High Schools.	Special Courses.									
	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
58 Omemee.....	20									24
59 Orangeville.....	76				76					43
60 Oshawa.....	139	36	72		123					41
61 Paris.....	85	40	20		65	20				5
62 Parkhill.....	87	36	80		77	165	33			38
63 Pembroke.....	78									30
64 Petrollea.....	38	88			96	72	88			70
65 Picton.....	84	37	33		107		37			51
66 Port Arthur.....	62				62					15
67 Port Dover.....	37		37		37					35
68 Port Elgin.....	50				50					10
69 Port Hope.....	65	57	57		54	57				89
70 Port Perry.....	67	45				101	16			73
71 Port Rowan.....	37	9								12
72 Prescott.....	50	36	22		56	12				24
73 Rat Portage (Kenora).....	55				55					
74 Richmond Hill.....	58		16		55	10				15
75 Sault Ste. Marie.....	114	50			93					31
76 Simcoe.....	101	20			101	60				32
77 Smith's Falls.....	177	28	37		128					49
78 Smithville.....	27	6			27	6				30
79 Stirling.....	24									15
80 Streetsville.....	10				32					14
81 Sydenham.....	70				70					45
82 Thorold.....	47	45	22		44					17
83 Tillsonburg.....	71				71					17
84 Toronto Technical.....	370	370	185		190	370		120		190
85 Trenton.....	112				112					11
86 Uxbridge.....	90	25			99	158				48
87 Vienna.....	22					2				2
88 Walkerton.....	72	23	9		72	23				23
89 Wardsville.....	31									19
90 Waterdown.....	45									42
91 Watford.....	61				61					26
92 Watford.....	60	55	50			176				48
93 Welland.....	77				107					26
94 Weston.....	25	13	15		41					17
95 Wiarton.....	42				42					25
96 Williamstown.....	51				51					29
1 Totals, High Schools.....	6,428	1,896	1,169	5,227	2,989	898	120	120	2,913	278
2 Totals, Collegiate Institutes.....	6,906	2,908	2,009	6,369	1,640	2,108	1,180	997	2,204	147
3 Grand Totals, 1904.....	13,334	4,804	3,178	11,596	4,629	3,006	1,300	1,117	5,117	425
4 Grand Totals, 1903.....	12,264	4,347	2,654	11,619						
5 Increases.....	1,070	457	524							
6 Decreases.....				23						
7 Percentages.....	48.12	17.33	11.47	41.85	16.70	10.85	4.69	4.03	18.46	1.53

## HIGH SCHOOLS.—Continued.

## Subjects and Examination Results.—Concluded.

## Examination Results.

	Number passed District Certificate Examination.	Number passed Junior Examination.	Number of Honors obtained by such pupils.	Number awarded Middle School Graduation Diplomas.	Number passed Senior Examination.	Number of Honors obtained by such pupils.	Number awarded Upper School Graduation Diplomas.	Number passed the full Departmental Matriculation Examination.	Number passed the Junior Matriculation Examination held by any University.	Number of first-class Junior Matriculation Honors taken by Matriculation candidates.	Number of second-class Junior Matriculation Honors taken by Matriculation candidates.	Number passed the Senior Matriculation Examination held by any University.	Number passed the Entrance Examination other than the Departmental, for any profession.
58		7				9		6	12				1
59		12				17		4	12	3	9	8	2
60		5				6		1	5				
61		6				9		4	6				
62	1	9				9			6				
63	1	1				5			6				
64	2	3				4		1	6	1	3	1	
65		5				2			1				
66	10	2				6							
67	1	6				10			5				
68		9	1			8		7	8				
69		8				7			2	2			
70	3												
71		2				3			1				
72		1							1				
73		1							2				
74		6							2				1
75	2	2				5		5	3	1			
76		9				10	1		3		3		2
77		10				1			1				
78		5				3			4				
79		3				6			2				
80		2							4				
81		9				2		2	6				
82		4											
83		4				1			4	1		3	
84		3				3			2				
85		1											2
86	1	6				5	2	2	8				1
87	1	11			20								
88		2			2	1		1	3				1
89		2			2	4			3				
90		9			4	2		2	2				
91		12			11	1		4	9				
92		7				3			2		2		
93		2							5		6	1	
94		7	1						2	1			
95		8	2			3							
96	1												
1	47	655	9	343	201	21	95	309	48	53	72	24	30
2	23	577	18	304	278	15	75	402	110	160	150	14	48
3	70	1,230	27	647	479	36	170	711	188	213	222	38	78
4	28							689	121	272	268	41	84
5								22	67				6
6	42									59	46	3	
7	.25	4.44	.1	2.33	1.72	.13	.61	2.56	.67	.77	.8	.13	.28



## COLLEGIATE INSTITUTES AND

## III.—Table K.—

Collegiate Institutes.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equipment.							Religious and other exercises.		
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium, not including equipment.	Value of Equipment.	Value of Museum, Aquarium, etc.	Schools using authorized Scripture Readings.	Schools opened with prayer.
				\$	\$	\$	\$	\$	\$	\$	\$		
1 Aylmer.....	B	4		664		703	140	33	680	85	400	1	1
2 Barrie.....	B	4		618	250	726	136	5	1,730	90		1	1
3 Berlin.....	B	4		668	835	1,312	115	20	*	480	200	1	1
4 Brantford.....	B	2 1/4		637	215	878	108	27	1,000			1	1
5 Brockville.....	B	1 1/2		818	100	1,074	187	10				1	1
6 Chatham.....	B	1 1/2		786	500	1,541	201	12	600	154		1	1
7 Clinton.....	B	3 3/4		681	120	818	128	5	765	63	21	1	1
8 Cobourg.....	B	1		770	480	723	123		*	110		1	1
9 Collingwood.....	B	1 1/2		643	150	581	96	8	1,200	35		1	1
10 Galt.....	B	8 1/2		1,103	180	1,147	67	9	1,200	231	35	1	1
11 Goderich.....	B	4 1/4		708	100	683	71	20	2,500	200		1	1
12 Guelph.....	B	2 1/2		994	285	882	164	12	2,500	557	175	1	1
13 Hamilton.....	B & S	3 1/2	1	1,012	90	1,546	209	25	*	909	50	1	1
14 Ingersoll.....	B	2	1	695	180	769	121	4	811	231		1	1
15 Kingston.....	B	2	1	690	390	689	75	25		100		1	1
16 Lindsay.....	B	2	1	1,238	250	1,092	149	10	609	726	46	1	1
17 London.....	B	3	1	945	560	2,900	173	43	*	299	700	1	1
18 Morrisburg.....	B	1	1	657	185	1,265	157	17	980	187	140	1	1
19 Napanee.....	B	3 1/2	1	944	245	931	126	18	800	251		1	1
20 Niagara Falls.....	B	5 3/4		753	315	622	87	25	1,063	118		1	1
21 Orillia.....	B	2		608	270	753	109	68	1,800	278		1	1
22 Ottawa.....	B	1 1/2		1,370		1,638	280	150		184	100	1	1
23 Owen Sound.....	B	1	1	1,401	90	1,825	122	20		25	35	1	1
24 Perth.....	B	1 1/2	1	737		821	155	10	560	267	560	1	1
25 Peterborough.....	B	3 1/2		613	320	886	149	25	600	160		1	1
26 Renfrew.....	B	3	1	435		581	70	12				1	1
27 Ridgetown.....	B	1 3/4		653	180	1,099	143	47	900	90	10	1	1
28 St. Catharines.....	B	1 2-5		631	270	815	135	18	700	75	25	1	1
29 St. Mary's.....	B	2		710	140	692	120	25	700	84		1	1
30 St. Thomas.....	B	2 1/4	1	871	450	1,106	110	18	983	374		1	1
31 Savaria.....	B	3	1	765	270	716	127	12	1,380	248		1	1
32 Seaford.....	B	2 3/4		765	180	776	138	2	600	66		1	1
33 Stratford.....	B	3		995	450	1,154	220	20		117		1	1
34 Strathroy.....	B	1 1/4		976	180	931	116	28	380	106		1	1
35 Toronto (Harbord).....	B	1 1/2		1,210		2,176	175	28	4,000	710		1	1
36 Toronto (Jameson).....	B	1 1/2		1,632		2,293	155	15	4,000	790		1	1
37 Toronto (Jarvis).....	B	1 1/2	1	1,352	140	1,176	181	35	8,000	200		1	1
38 Toronto Junction.....	B	3		842	270	884	107	32				1	1
39 Vankleek Hill.....	B	2 1/2		623	180	731	46	3	3,000	236		1	1
40 Whitby.....	B	1		631		568	115	10	850	209		1	1
41 Windsor.....	B	2 1/2	1	984	881	990	130	35	3,000	200	200	1	1
42 Woodstock.....	B	1		1,088	270	1,585	161	15	2,000	180	80	1	1
Totals.....			19	35,916	9,971	45,078	5,697	962	49,882	8,725	2,817	21	40
												12	16
												32	

\*Gymnasium is part of the main building. †Estimated. ‡Statistics of preceding year.

HIGH SCHOOLS.—Continued.

Miscellaneous Information.

Number of pupils in—			Number of pupils from—			Destination of Pupils.						Occupation of Parents.				
Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Other callings.
198	64	25	66	121	...	8	15	2	11	2	15	23	112	33	19	...
139	125	24	169	111	8	20	...	2	37	3	30	87	88	62	39	12
155	75	17	138	109	...	28	8	4	12	8	8	101	27	60	39	20
226	123	35	297	84	3	18	3	1	12	3	10	98	100	156	26	4
207	89	38	254	80	...	15	5	6	15	4	40	82	78	131	26	17
275	163	17	304	151	...	53	7	4	13	7	28	154	148	98	49	6
109	58	19	96	87	3	13	5	4	16	2	14	37	73	50	19	7
124	28	11	102	61	...	25	11	10	21	...	52	61	42	8	...	...
143	80	20	153	53	37	13	6	3	19	5	33	67	79	66	12	19
182	91	14	164	98	25	18	10	2	14	5	37	73	60	122	22	10
147	94	27	169	96	3	13	5	3	17	...	46	39	105	87	32	5
222	72	28	252	61	9	21	3	1	13	9	26	130	68	78	27	19
497	240	116	699	96	58	90	35	12	50	10	27	292	119	246	95	101
120	26	14	75	60	25	7	4	...	2	...	15	40	63	45	10	2
347	207	19	480	83	10	30	5	5	6	70	...	177	72	202	85	37
159	120	26	178	97	30	12	10	11	11	10	12	84	103	67	26	25
628	257	97	794	174	14	100	16	12	30	10	102	359	174	308	110	31
113	117	38	103	158	7	13	8	4	22	1	30	42	133	43	24	26
182	88	21	155	131	5	8	29	3	14	5	21	60	119	41	35	36
202	58	29	226	42	21	3	2	1	8	5	31	90	56	93	29	21
169	97	24	150	74	66	16	2	4	17	2	31	92	75	59	39	25
555	115	33	609	72	22	38	9	11	15	21	101	382	32	131	85	73
276	141	63	250	157	73	20	10	11	32	7	64	122	172	109	44	33
161	44	14	145	72	2	13	1	1	11	2	29	43	66	78	31	1
288	58	23	304	56	4	40	20	3	14	16	7	81	52	140	52	39
160	92	8	130	122	8	17	4	5	21	6	18	81	73	75	11	20
139	59	20	80	129	9	12	10	7	13	5	8	45	95	28	16	34
250	64	23	211	116	10	34	20	4	13	3	8	110	54	87	17	69
116	98	34	124	55	69	5	14	1	17	1	27	56	108	60	20	...
352	129	18	360	139	...	87	25	8	7	5	20	180	139	135	21	24
182	67	19	250	72	8	25	4	...	10	3	36	96	46	103	27	58
138	51	25	98	18	16	6	2	2	22	4	21	45	96	51	8	14
236	111	36	281	84	18	23	7	3	12	3	40	114	80	107	49	33
123	55	6	101	81	2	10	10	3	10	5	20	44	86	32	22	...
453	135	49	637	...	...	54	...	2	5	...	133	291	...	148	113	85
340	71	30	428	8	5	35	2	5	6	...	98	152	20	163	45	61
135	47	...	565	44	19	92	12	36	12	21	30	301	26	170	96	35
446	193	89	177	39	88	14	4	2	10	2	16	109	44	89	30	32
134	63	14	107	32	9	2	...	23	3	3	24	15	131	35	9	21
80	51	16	97	48	2	11	8	2	10	3	25	30	48	41	20	8
301	39	17	280	74	3	27	4	2	10	7	33	105	70	143	27	12
247	65	26	204	125	9	429	47	46	41	45	435	108	99	54	27	50
9,671	4,004	1,202	10,427	3,725	725	1,135	368	198	644	291	1,349	4,689	3,450	4,068	1,541	1,129

## COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in play ground.	Schools under United Board.	Equipment.							Religious and other exercises.					
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment).	Value of Equipment.	Value of Museum, Aquarium, etc.	Schools using authorized Scripture Readings.	Schools opened with Prayer.	Schools closed with Prayer.	Schools using Bible.	Commencement exercises.
1 Alexandria.....	B	1 1/6	1	322		453	85						1			1
2 Almonte.....	B	1	1	952	135	449	78				9				1	1
3 Arnprior.....	B	1	1	308		351	89	16			38		1			
4 Arthur.....	B	2 1/2		325		655	8	31			6		1			1
5 Athens.....	B	3		516		477	69	10			4					1
6 Aurora.....	B	3		420		459	69	8					1			1
7 Beamsville.....	B	1 1/2	1	310		287	70						1			
8 Belleville.....	B	1 1/2	1	304		564	174	21					1		1	1
9 Bowmanville.....	B	2 1/2		554		514	60	8				1	1		1	1
10 Bradford.....	B	2 1/2		329		330	80	41			43	25	1	1	1	1
11 Brampton.....	B	5		456	65	616	67	34			10					1
12 Brighton.....	B	2-5	1	296		319	42						1			1
13 Caledonia.....	B	2	1	448		553	33	4					1			1
14 Campbellford.....	B	1 1/2	1	311		472	29					50	1			1
15 Carleton Place.....	B	1	1	698		315	65	8					1			1
16 Cayuga.....	B	1		218		346	24				40					1
17 Chesley.....	B	5		124		244	72							1	1	1
18 Colborne.....	B	3 1/4	1	259		369	109	5					1			1
19 Cornwall.....	B	1 1/2		518	315	385	126	12					1	1	1	
20 Deseronto.....	B	3		346		394	86	4	300	210	55					1
21 Dundas.....	B	2	1	470	95	548	109	20		39			1	1	1	
22 Dunnville.....	B	1 1/4		393		589	64	23			50			1		1
23 Dutton.....	B	1		205		525	31							1		1
24 East Toronto.....	B		1	289		279	25	6						1		1
25 Elora.....	B	1 1/2		233	45	358	43	2					1	1	1	
26 Essex.....	B	3 1/2		380		492	69	28	700	220	30	1	1	1		1
27 Fergus.....	S	3 1/4	1	274		244	76	9				1	1			1
28 Forest.....	B	2		305		451	94	21					1			1
29 Fort William.....	B	1		180		214	57	3					1			1
30 Gananoque.....	B	1	1	573		140	508	114				1	1			1
31 Georgetown.....	B	4		258		371	76	10		5		1	1			1
32 Glencoe.....	B	2		373		547	55	28			15		1	1	1	1
33 Gravenhurst.....	B	7 1/2		251		387	59	50				1	1			1
34 Grimsby.....	F	1		208		290	29	10				1	1			1
35 Hagersville.....	B	1 1/2		341		534	54	28					1		1	1
36 Harriston.....	B	3		14	35	336	22							1		1
37 Hawkesbury.....	B	1	1	133		14							1			1
38 Iroquois.....	B	3 1/4		644	50	1,211	142	18		24	290	1	1			1
39 Kemptonville.....	B	2	1	309		424	68						1			1
40 Kincardine.....	B	4	1	625	520	646	92	34					1		1	1
41 Leamington.....	B	1 1/4		323		419	92	32		15		1	1			1
42 Listowel.....	B	2 1/2		333		507	55		250	42			1			1
43 Lucan.....	B	3		315	90	605	73	18						1		1
44 Madoc.....	B	1		165		387	90					1	1			1
45 Markham.....	B	2		244		770	55	38		13		1	1	1	1	1
46 Meaford.....	B	3 1/2		366	270	513	81	7	1,250	239		1	1			1
47 Midland.....	B	4		803		192										1
48 Mitchell.....	B	1 1/4		234		429	64	21	566	233		1	1			1
49 Mount Forest.....	B	2 1/2		433		548	38			10		1	1			1
50 Newburgh.....	S	1 1/2	1	441		338	85						1		1	1
51 Newcastle.....	B	1		219		378	46	2				1	1			1
52 Newmarket.....	B	1 1/2		224	177	583	74	23	350	97			1		1	1
53 Niagara.....	B	1		148	100	176	80	16					1			1
54 Niagara Falls South.....	B	2		268	35	344	41	3		30			1			1
55 North Bay.....	B	2			360	316				1,200		1	1		1	1
56 Norwood.....	B	10	1	359		290	21								1	1
57 Oakville.....	B	1 1/2	1	288	120	271	64	3		14		1	1			1

## HIGH SCHOOLS.—Continued.

## Information.—Continued.

Number of pupils in			Number of pupils from			Destination of Pupils.						Occupation of Parents.				
Lower School.	Middle School.	Upper School.	Municipalities comprising the High School District.	Municipalities within the County.	Other Counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Other callings.
1	86	37	111	9	3	2	2	1	10	1	10	4	80	35	4	.....
2	100	31	91	38	7	7	6	2	3	.....	18	26	50	42	8	10
3	88	40	4	97	15	5	11	3	3	.....	25	5	24	100	3	.....
4	88	30	12	56	73	1	11	2	5	1	4	40	78	11	1	.....
5	101	85	8	70	124	2	2	6	17	1	12	40	101	32	10	11
6	69	26	8	51	50	2	5	10	4	.....	9	22	44	19	8	10
7	37	21	.....	29	29	5	5	3	.....	.....	5	13	24	15	5	1
8	212	36	11	220	34	3	24	6	1	10	1	28	84	36	121	11
9	80	46	14	81	58	3	1	1	5	.....	17	15	60	32	4	29
10	92	49	2	55	77	11	8	17	6	.....	1	18	81	29	11	4
11	110	48	29	87	96	4	12	10	5	12	4	6	35	98	40	6
12	21	15	33	31	38	.....	3	9	.....	5	1	2	14	33	14	5
13	65	40	8	34	58	16	6	4	.....	5	1	6	20	64	11	8
14	112	37	9	100	49	9	13	3	.....	8	1	20	36	65	31	10
15	95	57	9	132	17	12	13	3	.....	1	2	18	49	30	12	11
16	66	23	4	35	58	.....	5	5	.....	3	.....	21	17	48	13	8
17	49	16	5	54	.....	5	.....	.....	.....	.....	.....	18	18	15	21	.....
18	44	32	.....	48	28	.....	.....	.....	.....	.....	.....	5	20	30	10	12
19	209	69	14	150	120	22	10	4	1	12	2	24	110	98	48	25
20	77	34	11	90	19	12	14	1	.....	8	.....	16	40	34	39	1
21	94	45	.....	48	48	1	22	6	7	.....	2	2	45	39	34	15
22	108	54	5	91	45	11	12	2	2	2	14	48	47	32	17	6
23	97	42	.....	75	134	7	3	10	3	21	.....	9	14	169	19	10
24	69	16	.....	62	44	7	10	.....	2	7	.....	11	28	5	40	4
25	47	41	7	51	44	.....	3	4	1	10	1	9	24	33	26	7
26	86	35	17	58	77	3	11	3	3	3	1	19	32	77	15	11
27	73	58	11	73	65	4	2	5	1	6	.....	20	13	82	24	12
28	83	34	8	62	63	.....	10	9	1	13	3	5	18	51	38	4
29	62	13	2	77	.....	7	1	1	.....	.....	1	.....	27	3	41	6
30	98	50	2	116	21	13	11	2	6	3	.....	19	33	43	62	12
31	92	31	11	44	51	39	.....	7	9	.....	.....	9	33	59	26	15
32	58	34	10	40	59	3	5	4	1	3	2	11	15	54	18	13
33	47	17	.....	63	.....	1	1	5	.....	6	.....	9	16	9	31	6
34	54	13	.....	30	17	20	4	4	.....	2	.....	8	12	39	6	3
35	82	32	6	61	54	5	8	5	5	2	2	4	25	58	26	11
36	54	63	19	71	28	37	4	3	4	7	2	13	30	43	24	13
37	44	12	8	38	26	.....	6	1	1	2	10	27	16	17	4	.....
38	116	36	12	57	80	27	5	16	1	6	1	6	22	97	33	12
39	142	83	20	76	72	97	15	15	12	25	.....	5	65	90	60	30
40	121	58	10	95	92	2	15	1	1	18	.....	8	65	78	36	10
41	93	51	9	59	83	11	6	10	3	8	3	11	20	71	33	16
42	92	62	18	85	53	24	14	5	4	7	1	20	48	61	25	17
43	81	55	21	59	98	.....	.....	.....	8	3	3	3	21	118	10	8
44	57	38	4	47	52	.....	4	1	9	.....	1	30	30	10	6	23
45	123	67	33	33	166	24	5	6	3	5	.....	29	34	119	27	21
46	94	52	15	73	80	8	8	7	1	10	4	21	32	78	22	7
47	42	5	3	41	7	2	.....	.....	.....	.....	.....	16	7	23	2	2
48	85	54	.....	68	67	4	6	7	2	5	4	10	21	62	46	9
49	94	54	8	90	24	42	8	4	2	8	.....	20	37	56	28	19
50	93	62	.....	39	112	4	.....	2	1	14	2	15	100	30	10	.....
51	49	20	1	23	45	2	7	4	3	3	.....	6	10	42	6	3
52	99	49	.....	68	66	14	10	1	2	6	.....	23	41	63	35	7
53	31	20	.....	3	20	.....	1	4	.....	1	.....	3	4	19	16	6
54	56	16	.....	42	29	1	7	5	.....	1	.....	17	15	36	16	5
55	82	24	.....	106	.....	4	.....	.....	3	2	7	12	4	83	7	.....
56	89	60	1	50	75	25	10	12	10	2	3	17	106	20	4	3
57	72	40	.....	56	44	12	5	5	2	2	10	17	52	26	11	6



## COLLEGIATE INSTITUTES AND

## III—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equipment.								Religious and other Exercises.				
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment.)	Value of Equipment.	Value of Museum, Aquarium, etc.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement Exercises.
58 Omemee.....	B	2	1	..	..	182	..	..	..	..	..	..	1	1	..	1
59 Orangeville.....	B	2 1/4	..	646	..	591	57	26	..	..	..	..	1	1	..	1
60 Oshawa.....	B	3 1/2	1	260	200	432	98	14	..	..	50	1	..	..	1	..
61 Paris.....	B	3	1	358	142	559	108	9	..	..	..	1	1	..	..	..
62 Parkhill.....	B	3	1	316	140	500	98	9	..	44	50	1	1	..	..	..
63 Pembroke.....	B	3 1/4	1	256	..	496	92	15	..	..	50	..	..	..	..	..
64 Petrolia.....	B	2 1/2	..	403	90	507	44	5	..	..	100	1	1	1	..	..
65 Picton.....	B	3	..	665	500	663	118	45	..	..	..	..	..	..	..	..
66 Port Arthur.....	B	3	1	297	..	434	73	..	..	..	..	..	..	..	..	..
67 Port Dover.....	B	1 1/4	1	389	50	443	23	20	..	7	..	1	1	..	..	..
68 Port Elgin.....	B	1 1/4	..	241	..	350	43	30	..	..	..	..	..	1	..	..
69 Port Hope.....	B	1 1/2	..	583	350	584	95	8	..	10	..	1	..	..	..	..
70 Port Perry.....	B	3	1	288	..	457	45	8	200	..	..	..	..	..	..	..
71 Port Rowan.....	B	2	1	98	..	229	44	6	..	8	..	1	..	..	..	..
72 Prescott.....	B	1 1/8	..	270	108	367	112	..	..	..	..	..	..	..	..	..
73 Rat Portage (Kenora)	B	1	1	204	..	411	53	..	..	..	..	..	1	..	..	..
74 Richmond Hill.....	B	1	1	189	65	299	54	35	..	3	..	1	1	1	..	..
75 Sault Ste. Marie.....	B	..	..	113	..	224	35	18	..	..	..	..	..	..	..	..
76 Simcoe.....	B	5	1	314	..	688	140	29	..	..	..	1	1	1	..	..
77 Smith's Falls.....	B	3 1/4	1	554	110	495	67	5	..	..	..	..	1	..	..	..
78 Smithville.....	B	1 1/4	..	123	..	278	40	..	..	..	..	1	1	1	..	..
79 Stirling.....	B	1	1	195	..	291	42	..	..	..	..	..	..	1	..	..
80 Streetsville.....	B	1 1/4	..	179	..	225	71	2	..	25	..	1	..	..	..	..
81 Sydenham.....	B	1 1/4	..	354	..	316	37	..	..	..	..	..	..	1	..	..
82 Thorold.....	B	2 1/4	..	270	180	424	69	3	..	..	..	..	..	1	..	..
83 Tillsonburg.....	B	2 1/4	..	235	..	530	84	2	..	11	120	..	..	..	..	..
84 Toronto Technical..	B	2 1/2	1	150	1,700	6,200	25	350	..	..	..	..	..	..	..	..
85 Trenton.....	B	4 1/2	1	570	..	354	76	7	..	..	..	1	..	..	..	..
86 Uxbridge.....	B	3 1/4	1	349	84	4	..	..	..	..	..	1	1	1	..	..
87 Vienna.....	B	2 1/4	1	276	..	269	121	10	..	..	..	1	1	1	..	..
88 Walkerton.....	B	1 1/4	..	334	180	457	54	3	..	7	..	1	..	..	..	..
89 Wardsville.....	B	1	1	228	..	223	74	33	..	..	..	..	..	..	..	..
90 Watford.....	S	3 1/4	1	205	..	320	58	15	..	..	..	..	..	..	..	..
91 Waterford.....	B	3	..	342	..	410	64	..	..	..	..	1	1	1	..	..
92 Watford.....	B	2	..	334	100	405	110	47	..	..	..	1	1	1	..	..
93 Welland.....	B	1	..	238	..	598	32	..	..	..	..	..	..	1	..	..
94 Weston.....	B	1 1/2	..	274	6	434	105	15	..	..	..	1	1	1	..	..
95 Wiarton.....	B	2	..	326	..	308	53	..	..	..	..	..	..	..	..	..
96 Williamstown.....	S & B	3	..	311	..	358	87	10	..	..	..	..	1	1	..	..
1 Totals, High Schools			42	31,367	6,417	45,533	6,698	1,560	3,616	2,631	870	40	93	26	25	63
2 Totals, Col. Institutes			19	35,916	9,971	45,078	5,697	962	49,882	8,725	2,817	21	40	12	16	32
3 Grand totals, 1904..			61	67,283	16,388	90,611	12,395	2,522	53,498	11,356	3,687	61	133	38	41	95
4 Grand totals, 1903..			55	60,179	..	83,145	11,560	1,942	55,314	10,216	3,338	62	130	36	42	91
5 Increases.....			6	6,804	..	7,466	835	580	..	1,140	349	..	3	2	..	4
6 Decreases.....			..	..	..	..	..	..	1,816	..	..	1	..	..	1	..
7 Percentages.....			44.2	..	..	..	..	..	..	..	..	44	96	27	30	69

HIGH SCHOOLS.—*Concluded.*Information.—*Concluded.*

Number of pupils in			Number of pupils from			Destination of Pupils.							Occupation of Parents.				
Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became Teachers.	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Other callings.	
58	7	53	32	24	4	3		1	8	1	9		6		4	15	
59	110	74	83	74	49	15	7	12	8	34	53	107	22	20	4	4	
60	125	43	111	51	17	18	9	5	2	16	47	56	60	14	2	2	
61	101	22	91	36	3	11	4	2	2	13	32	38	48	11	1	1	
62	87	56	93	61	11	13	4	9	2	11	34	80	15	11	25	9	
63	99	64	140	34	2	12	2	6	3	16	66	18	49	34	9	9	
64	88	70	94	69	2	16	4	3	3	16	38	33	70	10	14	9	
65	150	51	103	108	4	5	1	9	2	41	120	29	16	9	2	2	
66	65	15	80	22	13	7	3	5	1	12	31	5	10	32	2	7	
67	49	35	49	22	13	7	2	4	1	6	8	35	20	2	19	2	
68	56	29	39	46	2	6	7	4	2	7	17	42	9	10	7	7	
69	123	89	135	92	2	15	1	12	2	14	60	101	39	9	20	4	
70	32	73	54	43	14	6	8	6	2	3	31	42	24	10	4	4	
71	37	12	24	25	4	4	1	1	2	2	15	21	5	1	7	7	
72	83	24	74	37	2	4	2	5	2	11	30	25	35	7	14	19	
73	84	12	94	2	2	6	4	3	7	18	22	6	38	11	19	14	
74	55	46	105	1	4	4	5	2	2	10	18	57	15	6	10	10	
75	113	34	125	20	2	8	2	7	1	21	44	9	58	27	9	9	
76	101	54	76	91	3	15	10	12	2	20	36	65	40	16	13	13	
77	128	49	122	39	30	15	12	7	5	22	34	55	74	15	13	13	
78	48	30	45	33	2	2	4	4	1	7	3	64	9	3	1	1	
79	24	26	21	38	1	1	1	9	1	11	7	36	6	10	1	1	
80	32	17	15	26	8	2	1	4	2	4	7	28	8	5	1	1	
81	70	55	123	2	2	8	4	8	1	18	12	83	10	2	18	2	
82	47	24	50	23	5	3	3	4	5	15	20	25	4	9	9	9	
83	76	32	60	26	22	7	3	2	2	19	20	41	19	9	19	19	
84	560	40	580	15	5	3	9	5	1	300	6	210	60	24	24	4	
85	112	30	104	15	41	14	9	3	11	60	56	28	12	4	4	4	
86	99	52	87	70	3	9	5	8	1	40	68	35	17	1	1	1	
87	22	16	38	1	1	2	2	2	4	2	4	26	4	4	4	4	
88	94	45	99	54	3	9	16	10	15	3	34	44	38	22	18	18	
89	21	19	23	14	3	5	2	2	2	6	3	17	15	5	5	5	
90	72	42	70	24	28	4	3	4	4	12	65	20	15	10	10	10	
91	61	45	36	70	13	7	3	6	1	7	20	67	15	11	6	6	
92	110	48	61	10	105	6	10	3	6	20	28	90	14	7	37	37	
93	107	80	76	123	4	7	1	9	2	17	61	55	55	32	1	1	
94	56	18	51	20	6	2	1	2	2	18	20	25	17	9	6	6	
95	68	25	65	36	4	14	2	4	5	33	35	25	9	3	3	3	
96	76	29	101	4	4	1	1	6	2	5	6	80	13	5	1	1	
1	8,208	3,851	7,357	4,492	983	699	443	133	596	1,057	2,956	5,066	3,031	1,063	716	716	
2	9,671	4,004	1,202	10,427	3,725	725	1,135	368	198	1,349	4,689	3,450	4,068	1,541	1,129	1,129	
3	17,879	7,855	1,975	17,784	8,217	1,708	1,834	811	331	2,406	7,645	8,516	7,099	2,604	1,845	1,845	
4	*16,647	7,250	1,825	16,328	7,896	1,498	1,805	844	372	2,291	6,941	8,001	6,491	2,504	1,782	1,782	
5	1,232	605	150	1,456	321	210	29	33	41	96	115	704	512	608	100	63	
6																	
7	64.52	28.35	7.13	64.18	29.65	6.16	26.09	11.53	4.71	17.64	5.8	34.22	27.59	30.73	25.62	9.4	

\* In Forms I and II.

† In Form III.

‡ In Form IV.

Table L.—PROTESTANT SEPARATE SCHOOLS.

Statistics.	No. 9 Cambridge.	No. 6 North Plantagenet.	No. 1, N. Tilbury.	L'Original Village.	Penetanguishene Town.	Totals.
Number of Schools.....	1	1	1	1	1	5
<i>Receipts:</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Balances from 1903.....	6 13	122 63	83 08	519 07	3 53	734 44
Government grants.....	3 50	2 65	10 23	18 35	140 69	175 42
Municipal grants & assessmnts.	80 24	350 00	561 06	300 63	2,152 85	3,444 78
Other sources.....	75	195 96	80 00	16 06	3 50	296 27
Totals.....	90 62	671 24	734 37	854 11	2,300 57	4,650 91
<i>Expenditure:</i>						
Teachers' salaries.....	81 50	250 00	300 00	300 00	1,647 38	2,578 88
School sites and buildings.....			129 50		258 50	388 00
Libraries, maps, etc.....				35 25	5 00	40 25
Other expenses.....	2 90	211 44	251 08	70 72	375 50	911 64
Totals.....	84 40	461 44	680 58	405 97	2,286 38	3,918 77
Balances on hand.....	6 22	209 80	53 79	448 14	14 19	732 14
<i>Teachers:</i>						
Male.....					1	1
Female.....	1	1	1	1	3	7
Certificates.....	Temp.	II	III	III	1, I; 3, II	1, I; 4, II; 2, III; 1 Temp.
Salaries.....	\$156 00	\$250 00	\$300 00	\$300 00	Male, \$675 00 Female, \$333 00	Av. Male, \$675 00 Av. Female, \$286 00
<i>Pupils:</i>						
Total number attending.....	9	8	34	36	232	319
Boys.....	5	4	20	18	132	179
Girls.....	4	4	14	18	100	140
Average attendance.....	3	3	22	19	145	192
No. in 1st Reader, Part I....	4	3	6	8	61	82
“ 1st “ Part II.....		2	7	5	30	44
“ 2nd “.....			8	3	40	51
“ 3rd “.....	3	1	10	3	55	72
“ 4th “.....	2		3	17	43	65
“ 5th “.....		2			3	5
“ Writing.....	6	8	34	36	232	316
“ Arithmetic.....	5	8	34	36	232	315
“ Drawing.....	5	8	34	36	232	315
“ Geography.....	5	5	21	24	232	287
“ Music.....		8	34		74	116
“ Grammar & Compsitn.....	4	8	21	23	168	224
“ English History.....	2	3	3	6	46	60
“ Canadian History.....	2	3	13	17	101	136
“ Physiology & Tmpree.....	2	8	34	17	46	107
“ Drill & Calisthenics.....		8	34	36	131	209
“ Bookkeeping.....	1	2			3	6
“ Algebra.....		2			3	5
“ Geometry.....		2			3	5
“ Botany.....		2			3	5
“ Agriculture.....		2	21	15		38
School houses (bck.frame or log)	Log	Frame	Brick	Brick	Brick	3 B., 1 F., 1 L.,
Number of maps.....	7	8	5	12	10	42
Number of globes.....			1	1		2

Table M.—REPORT ON TRUANCY

Cities.												
	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of Notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J.P.'s.	No. of convictions.	No. of children not attending any school.	Towns.— <i>Con.</i>					
Belleville.....	4	35	17	3	.....	10	Peterborough.....	52	38	3	.....	.....
Brantford.....	10	30	25	6	.....	10	Petrolea.....	7	28	15	.....	5
Chatham.....	.....	48	10	.....	.....	.....	Port Arthur.....	6	6	.....	.....	6
Guelph.....	5	22	22	2	.....	.....	Port Hope.....	10	10	.....	.....	.....
Hamilton.....	.....	160	375	67	7	.....	Prescott.....	.....	10	.....	.....	.....
Niagara Falls..	6	36	51	2	.....	.....	Preston.....	10	10	.....	.....	10
St. Catharines.	195	163	49	1	1	.....	Ridgetown.....	2	2	1	1	.....
St. Thomas....	2	105	59	8	6	.....	St. Mary's....	8	4	.....	.....	.....
Stratford.....	.....	49	34	5	5	.....	Sarnia.....	11	11	1	.....	5
*Toronto.....	119	623	57	16	9	.....	Simcoe.....	20	8	3	3	.....
Windsor.....	.....	267	3	.....	.....	.....	Seaforth.....	14	.....	1	.....	.....
Woodstock.....	.....	2	80	4	.....	.....	Smith's Falls..	81	79	2	2	.....
Towns.							Thorold.....	7	5	.....	.....	.....
Almonte.....	.....	14	25	.....	.....	14	Toronto Jnen..	27	.....	.....	.....	.....
Arnprior.....	.....	5	5	.....	.....	2	Villages.					
Aylmer.....	.....	23	23	.....	.....	3	Ailsa Craig...	4	4	.....	.....	.....
Barrie.....	.....	15	3	.....	.....	.....	Bayfield.....	2	.....	.....	.....	.....
Berlin.....	.....	6	2	.....	.....	.....	Bradford.....	4	.....	1	.....	4
Bowmanville..	6	20	8	.....	.....	20	Campbellford..	1	12	10	3	1
Brockville....	.....	13	13	.....	.....	.....	Delhi.....	3	3	2	.....	.....
Carleton Place.	.....	15	10	.....	.....	3	Drayton.....	4	4	.....	.....	4
Clinton.....	.....	2	.....	.....	.....	.....	Elora.....	8	8	.....	.....	.....
Cornwall.....	14	6	6	17	14	6	Exeter.....	4	.....	.....	.....	.....
Deseronto.....	4	75	50	.....	.....	12	Fort Erie.....	30	5	.....	.....	.....
Dundas.....	.....	.....	37	2	2	42	Georgetown....	.....	4	.....	.....	.....
Durham.....	.....	11	11	.....	.....	.....	Glencoe.....	3	3	.....	.....	.....
Fergus.....	.....	1	1	.....	.....	.....	Point Edward..	2	2	.....	.....	.....
Forest.....	2	3	2	.....	.....	.....	Shelburne.....	1	5	.....	.....	.....
Galt.....	.....	7	3	.....	.....	2	Tara.....	10	12	.....	.....	.....
Hespeler.....	.....	4	4	.....	.....	.....	Tweed.....	.....	4	.....	.....	.....
Huntsville....	.....	10	10	.....	.....	.....	Waterford.....	7	10	.....	.....	.....
Lindsay.....	1	101	101	8	7	.....	Winchester....	8	15	.....	.....	.....
Mitchell.....	2	.....	.....	.....	.....	.....	Totals.....	386	2,250	1,387	159	62
Niagara.....	.....	5	3	.....	.....	.....						148
Orillia.....	.....	.....	5	4	4	.....						

\*Statistics of preceding year.



Table N.—REPORT ON KINDERGARTENS.

Municipality.	No. of Kindergartens.	No. of Teachers.	No. of Pupils attending.	Average daily attendance.
<b>Cities :</b>				
Brantford.....	4	9	471	169
Chatham.....	2	7	306	122
Guelph.....	1	1	45	13
Hamilton.....	14	18	1,261	503
Kingston.....	4	4	226	132
London.....	15	30	1,160	385
Ottawa.....	15	27	1,270	444
Stratford.....	3	4	340	114
Toronto.....	47	122	5,088	1,865
<b>Towns :</b>				
Aylmer.....	1	2	61	39
Berlin.....	5	5	216	177
Cobourg.....	1	1	87	34
Dundas.....	1	1	129	49
Galt.....	1	1	54	39
Hespeler.....	1	1	56	34
Ingersoll.....	1	1	82	25
Listowel.....	1	1	104	33
Owen Sound.....	1	2	148	47
Peterborough.....	3	7	262	93
Picton.....	1	1	77	29
Preston.....	1	1	63	43
Simcoe.....	1	1	90	22
Tillsonburg.....	1	1	89	31
Toronto Junction.....	2	4	202	61
Waterloo.....	1	2	66	42
Welland.....	1	1	68	28
<b>Totals.....</b>	<b>129</b>	<b>255</b>	<b>12,021</b>	<b>4,573</b>

Table O.—REPORT ON NIGHT SCHOOLS.

Municipality.	No. of Night Schools.	Teachers.	Pupils attending.	Average daily attendance.
Merritton.....	1	1	18	4
St. Catharines.....	1	1	36	9
Toronto.....	9	17	648	260
<b>Totals.....</b>	<b>11</b>	<b>19</b>	<b>702</b>	<b>273</b>

TABLE P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Model Schools, from the year 1867 to 1904, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1902.	1904.
1	Population.....		1,620,851		1,926,922		2,114,321		2,167,978	
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently).....	447,726	495,756	494,804	483,817	611,212	595,238	590,055	584,512	576,537
3	High Schools (including Collegiate Institutes).....	102	104	104	104	112	128	130	134	138
4	Normal College and Normal and Model Schools.....	3	3	4	6	6	6	7	8	8
5	Total Public Schools in operation.....	4,261	4,490	4,955	5,013	5,277	5,574	5,578	5,671	5,758
6	Total Roman Catholic Separate Schools.....	161	171	185	190	229	312	340	391	419
7	Grand total of all schools in operation.....	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,204	6,323
8	Total pupils attending High Schools (including Collegiate Institutes).....	5,696	7,968	9,229	12,348	17,459	22,837	24,390	24,472	27,709
9	Total students and pupils attending Normal College, Normal and Model Schools.....	800	800	900	1,059	1,204	1,270	1,492	1,709	1,452
10	Total pupils attending Public Schools.....	382,719	433,256	465,908	445,364	462,839	448,204	441,157	420,094	409,537
11	Total pupils attending Roman Catholic Separate Schools.....	18,924	21,406	24,952	26,148	30,373	37,466	41,620	45,964	47,807
12	Grand total, students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools.....	408,139	463,430	500,989	484,919	511,875	509,777	508,659	492,239	486,505
13	Total amount paid for the salaries of Public and Separate School Teachers.....	\$1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,061	3,198,132	3,473,710
14	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.....	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,627,028	1,985,783
15	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries, apparatus, etc.....	\$1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,215,670	4,825,160	5,459,493
16	Total amount paid for High School (and Collegiate Institute) Teachers' salaries.....	\$94,820	141,812	211,607	253,864	327,452	470,828	532,837	547,402	620,710
17	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.....	\$19,190	31,360	51,417	89,857	168,160	215,871	183,139	222,278	256,377
18	Grand total paid for educational purposes as above.....	\$1,587,198	2,380,536	3,336,513	3,370,695	4,237,717	4,740,616	4,931,646	5,594,840	6,336,580
19	Total Public and Separate School Teachers.....	4,890	5,476	6,468	6,857	7,594	8,480	9,128	9,631	9,828
20	Total Male Teachers.....	2,849	2,626	3,020	3,062	2,718	2,770	2,784	2,311	2,094
21	Total Female Teachers.....	2,041	2,850	3,448	3,795	4,876	5,710	6,344	7,320	7,734

APPENDIX B.—TEACHERS' INSTITUTES.  
FINANCIAL STATEMENT, 1904.

Name of Institute.	Number of Institutes.	Number of Members.	Receipts.				Expenditure.				Balances.	
			Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.		Total Expenditure.
1 Algoma .....	1	93	25 00	.....	.....	44 08	69 08	7 30	6 60	23 75	37 65	31 43
2 Brant .....	1	150	25 00	25 00	.....	117 50	167 50	7 60	.....	17 65	25 25	142 25
3 Bruce, East .....	1	132	25 00	25 00	.....	22 58	72 58	8 58	18 50	45 50	72 58	.....
4 Bruce, West .....	1	82	25 00	25 00	20 50	169 07	239 57	10 75	16 00	69 15	95 90	143 67
5 Carleton .....	1	150	25 00	25 00	.....	29 06	79 06	7 20	.....	38 20	45 40	33 66
6 Dufferin .....	1	118	25 00	25 00	10 80	78 49	139 29	4 77	63 75	42 55	111 07	28 22
7 Dundas .....	1	87	25 00	25 00	21 75	145 77	217 52	21 94	.....	65 25	87 19	130 33
8 Durham .....	1	120	25 00	25 00	.....	11 77	61 77	4 22	.....	24 70	28 92	32 85
9 Elgin .....	1	150	25 00	25 00	.....	192 20	242 20	3 50	.....	36 30	39 80	202 40
10 Essex, North .....	1	80	25 00	50 00	.....	25 00	100 00	14 87	.....	47 00	61 87	38 13
11 Essex, South .....	1	123	25 00	50 00	.....	135 43	210 43	56 55	.....	22 75	79 30	131 13
12 Frontenac .....	1	155	25 00	25 00	.....	67 20	117 20	8 36	.....	58 15	66 51	50 69
13 Glengarry .....	1	94	25 00	25 00	.....	6 25	56 25	17 24	.....	18 60	35 84	20 41
14 Grenville .....	1	105	25 00	25 00	.....	80 06	130 06	15 82	5 55	43 00	64 37	65 69
15 Grey, East .....	1	11	25 00	25 00	2 75	22 78	75 53	7 00	.....	29 00	36 00	39 53
16 Grey, South .....	1	76	25 00	25 00	19 00	252 04	321 04	14 41	84 50	64 75	163 66	157 38
17 Grey, West .....	1	100	25 00	25 00	8 25	69 19	127 44	11 10	8 20	57 80	77 10	50 34
18 Haldimand .....	1	115	25 00	25 00	.....	244 54	294 54	2 00	.....	34 35	36 35	258 19
19 Halton .....	1	94	25 00	25 00	.....	71 57	121 57	10 65	14 00	33 00	57 65	63 92
20 Hastings, North .....	1	120	25 00	25 00	.....	123 68	173 68	23 85	15 25	79 60	118 70	54 98
21 Hastings, South .....	1	138	25 00	25 00	.....	184 98	234 98	11 00	.....	32 00	43 00	191 98
22 Huron, West .....	1	44	25 00	25 00	10 75	84 14	144 89	13 68	6 00	42 40	62 08	82 81
23 Huron, East .....	1	138	25 00	25 00	.....	24 49	74 49	4 09	18 00	34 50	56 59	17 90
24 Kent, East .....	1	89	25 00	25 00	.....	51 25	101 25	7 15	.....	46 02	53 17	48 08
25 Kent, West .....	1	140	25 00	25 00	26 50	35 43	111 93	13 12	30	65 80	79 22	32 71

26	Lambton, East.	1	129	25 00	25 00	24 00	136 65	210 65	36 62	66 61	103 23	107 42
27	Lambton, West.	1	123	25 00	25 00	.....	103 11	153 11	33 00	43 50	76 50	76 61
28	Lanark.	1	212	25 00	25 00	14 65	148 65	213 30	19 85	53 00	97 60	115 70
29	Leeds, East (2).	1	90	25 00	25 00	14 75	108 86	173 61	8 37	58 50	103 28	70 33
30	Leeds, West (1).	1	100	25 00	25 00	8 50	94 82	153 32	11 10	35 25	80 10	73 22
31	Lennox and Addington.	1	134	25 00	25 00	.....	49 19	99 19	7 40	74 50	81 90	17 29
32	Lincoln.	1	88	25 00	25 00	.....	125 81	175 81	4 83	61 50	66 33	109 48
33	Manitoulin.	1	48	*50 00	.....	.....	13 20	63 20	6 70	5 00	13 20	50 00
34	Middlesex, East.	1	106	25 00	24 45	26 50	33 04	325 99	46 90	40 75	119 05	206 94
35	Middlesex, West.	1	106	25 00	100 00	53 50	33 04	311 51	46 40	156 90	203 30	108 21
36	Muskoka.	1	31	25 00	.....	.....	138 60	163 60	7 00	37 85	63 60	100 00
37	Norfolk.	1	140	25 00	60 00	21 50	9 06	115 56	47 34	39 75	112 59	2 97
38	Northumberland.	1	150	25 00	25 00	.....	186 86	236 86	20 30	88 20	108 50	128 36
39	Ontario, North.	1	80	25 00	25 00	16 00	103 31	169 31	7 45	98 99	106 44	62 87
40	Ontario, South.	1	75	25 00	25 00	.....	117 40	167 40	8 83	60 60	69 43	97 97
41	Oxford.	1	72	25 00	25 00	18 00	75 07	143 07	10 22	53 10	63 32	79 75
42	Parry Sound, West.	1	40	25 00	.....	7 25	7 24	39 49	5 39	11 25	16 64	22 85
43	Peel.	1	96	25 00	25 00	.....	12 51	62 51	7 50	38 90	46 40	16 11
44	Perth.	1	140	25 00	25 00	51 50	95 83	197 33	8 10	157 75	165 85	31 48
45	Peterborough.	1	110	25 00	25 00	.....	20 87	70 87	10 48	27 45	37 93	32 94
46	Prescott and Russell.	1	105	25 00	25 00	.....	112 26	162 26	30 58	42 15	72 73	89 53
47	Prescott and Russell, Bi-lingual.	1	120	25 00	25 00	.....	62 16	112 16	7 75	42 00	49 75	62 41
48	Prince Edward.	1	90	25 00	25 00	.....	74 43	124 43	5 60	24 20	58 67	65 76
49	Rainy River.	1	50	25 00	.....	.....	46 30	71 30	4 05	43 30	47 35	23 95
50	Renfrew.	1	80	25 00	25 00	.....	17 32	67 32	7 05	51 20	58 25	9 07
51	Simcoe, East and West Muskoka.	1	60	25 00	25 00	.....	60 78	110 78	7 35	61 55	70 65	40 13
52	Simcoe, North.	1	124	25 00	25 00	18 25	71 05	139 30	12 25	96 80	109 05	30 25
53	Simcoe, South West.	1	32	25 00	25 00	8 00	136 60	194 60	9 95	61 00	98 45	96 15
54	Stormont.	1	71	25 00	25 00	17 75	72 34	140 09	16 09	87 00	103 09	37 00
55	Thunder Bay.	1	40	25 00	.....	.....	42 79	67 79	4 50	18 75	24 14	43 65
56	Victoria, East.	1	84	25 00	25 00	10 75	61 06	121 81	30 30	37 25	67 55	54 26
57	Victoria, West.	1	50	25 00	25 00	.....	54 62	104 62	5 50	43 65	55 15	49 47
58	Waterloo.	1	225	25 00	25 00	75 25	35 15	160 40	20 60	72 15	92 75	67 65
59	Welland.	1	140	25 00	25 00	.....	127 56	177 56	8 95	120 95	129 90	47 66
60	Wellington, North.	1	106	25 00	25 00	18 00	111 03	179 03	6 57	39 70	92 77	86 26
61	Wellington, South.	1	83	25 00	25 00	.....	86 81	136 81	8 14	51 90	60 04	76 77
62	Wentworth.	1	107	25 00	25 00	45 50	2 94	98 44	10 22	35 00	46 21	52 23
63	York, North.	1	110	25 00	50 00	6 75	65 08	146 83	9 42	19 25	61 67	85 16
64	York, South.	1	52	25 00	50 00	13 00	123 32	211 32	40 90	33 10	88 00	123 32
65	Ontario Educational Association.	1	844	600 00	.....	422 00	499 73	1,521 73	897 51	363 70	1,261 21	260 52

\* 2 years' grant.

† Statement for 1904-5.





## APPENDIX C.—INSPECTION OF SCHOOLS.

## I.—LIST OF INSPECTORS, 1905.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ing expenses included in some cases) for 1904.
			\$ c.
L. A. Green, B.A. ....	Algoma District; Towns of Bruce Mines, Massey, Sault Ste. Marie, Steelton, Thes- salon .....	S. Ste. Marie..	1,500 00
C. W. Standing, B.A. ....	Brant; Town of Paris .....	Brantford ....	1,395 00
W. S. Clendenning .....	Bruce, East; Towns of Walkerton, Wiar- ton; Villages of Chesley, Tara .....	Walkerton....	1,643 37
W. I. Chisholm, M.A. ....	Bruce, West; Town of Kincardine; Vil- lages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton.....	Kincardine ...	1,630 00
Robert H. Cowley, B.A. .	Carleton; Villages of Hintonburg, Ottawa East, Richmond .....	Ottawa .....	1,740 00
Nathaniel Gordon .....	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne .....	Orangeville ...	1,536 92
Arthur Brown .....	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester .....	Morrisburg ...	1,308 00
W. E. Tilley, M.A., Ph.D.	Durham and S. Monaghan Tp.; Towns of Bowmanville, Port Hope; Villages of Millbrook, Newcastle .....	Bowmanville .	1,640 00
Welburn Atkin .....	Elgin; Town of Aylmer; Villages of Dut- ton, Port Stanley, Springfield, Vienna..	St. Thomas ...	1,798 50
*D. Chenay .....	Essex, North (No. 1); Town of Sandwich:		
D. A. Maxwell, B.A.,	Village of Belle River .....	Windsor.....	656 00
LL.B., Ph. D. ....	Essex, South (No. 2); Towns of Amherst- burg, Essex, Kingsville, Leamington....	Windsor.....	1,550 84
Wm. Spankie, M.D. ....	Frontenac; Villages of Garden Island, Portsmouth .....	Kingston .....	1,862 50
Don'd McDiarmid, M.D.	Glengarry; Town of Alexandria; Villages of Lancaster, Maxville .....	Maxville .....	1,165 75
†Samuel Huff .....	Grey, East; Town of Thornbury .....	Meaford.....	1,219 00
H. H. Burgess, B.A. ....	Grey, West; Town of Owen Sound; Vil- lage of Chatsworth .....	Owen Sound:	1,581 33
N. W. Campbell .....	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Hanover, Markdale	Durham .....	1,436 00
Clarke Moses .....	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville.....	Caledonia ....	1,358 90
Sylvanus Phillips, B.A..	Haliburton, North-East Muskoka; South Nipissing, East Parry Sound; Towns of Huntsville, Powassan .....	Minden .....	1,775 50
J. S. Deacon .....	Halton; Towns of Milton, Oakville; Vil- lages of Acton, Burlington, Georgetown.	Milton .....	1,528 08
William Mackintosh .	Hastings, North; Villages of Madoc, Mar- mora, Stirling .....	Madoc .....	1,712 99
John Johnston .....	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	Belleville ....	1,253 00
David Robb .....	Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter .....	Brussels .....	1,633 09
J. Elgin Tom .....	Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall .....	Goderich .....	1,667 29
Rev. W. H. G. Colles ...	Kent, East; Towns of Blenheim, Bothwell, Ridgetown; Village of Thamesville.....	Chatham .....	1,087 50
Robert Park .....	Kent, West; City of Chatham; Towns of Dresden, Wallaceburg; Village of Tilbury	Chatham .....	1,728 33
C. A. Barnes, M.A. ....	Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford .....	Petrolea .....	1,708 50

\* Also Inspector of R. C. Bilingual Schools in Essex and Kent.

† Appointed in 1905.

LIST OF INSPECTORS, 1905.—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (traveling expenses included in some cases) for 1904.
			\$ c.
D. D. Moshier, B.A., B. Paed .....	Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Point Edward, Thedford, Wyoming .....	Sarnia .....	1,440 00
F. L. Michell, M.A. ....	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark. LL.B. ....	Perth .....	1,960 00
Robert Kinney, M.D. ....	Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport .....	Athens .....	1,425 00
T. A. Craig .....	Leeds and Grenville (No. 2); Village of Athens .....	Brockville ....	1,302 00
Frederick Burrows .....	Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville .....	Kemptville ...	1,29 50
W. W. Ireland, B.A. ....	Lennox and Addington; Town of Napanee; Villages of Bath, Newburgh .....	Napanee .....	1,575 00
*John McLaughlin .....	Lincoln; Town of Niagara; Villages of Beamsville, Grimsby, Merriton, Port Dalhousie .....	St. Catharines ..	1,460 00
P. J. Thompson, B.A. ....	Manitoulin Island, etc.; Towns of Gore Bay, Little Current .....	Gore Bay .....	†1,767 85
H. D. Johnson .....	Middlesex, East; Village of Lucan .....	London .....	1,513 66
J. B. McDougall, B.A. ....	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville .....	Strathroy ....	1,453 41
H. Frank Cook, B.A. ....	Nipissing District, etc.; Towns of Cache Bay, Copper Cliff, Haileybury, Mattawa, New Liskeard, North Bay, Sturgeon Falls, Sudbury .....	North Bay .....	1,500 00
Albert Odell .....	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford .....	Simcoe .....	1,695 00
James McBrien .....	Northumberland; Town of Cobourg; Villages of Brighton, Campbellford, Colborne, Hastings .....	Cobourg .....	1,722 00
John Waugh, B.A., D. Paed. ....	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry .....	Prince Albert ..	1,304 00
William Carlyle .....	Ontario, South; Towns of Oshawa, Whitby, Oxford; City of Woodstock; Towns of Ingersoll, Tillsonburg; Villages of Embro, Norwich .....	Whitby .....	1,293 00
Rev. Geo. Grant, B.A. ...	Parry Sound West, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge .....	Woodstock ....	1,730 00
Allan Embury .....	Peel; Town of Brampton; Villages of Bolton, Streetsville .....	Orillia .....	1,806 05
William Irwin, B.A. ....	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton .....	Brampton ....	1,411 50
J. Coyle Brown and *Richard Lees, M.A. ....	Peterborough; Villages of Havelock, Lakefield, Norwood .....	Stratford .....	1,712 50
W. J. Summerby .....	Peterborough; Villages of Havelock, Lakefield, Norwood .....	Peterboro ....	1,425 00
G. D. Platt, B.A. ....	Prescott and Russell; Towns of Hawkesbury, Vankleek Hill; Villages of Casselman, L'Orignal, Rockland .....	Russell .....	1,336 52
R. G. Scott, B.A. ....	Prince Edward; Town of Picton; Village of Wellington .....	Picton .....	1,317 00
	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Villages of Cobden, Eganville .....	P .....	2,135 00

\* Appointed in 1905.

† Salary, etc., of former Inspector.

I.—LIST OF INSPECTORS, 1905—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ling expenses included, in some cases) for 1904.
			\$ c.
C. Morgan, M.A. ....	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene; Village of Creemore .....	Barrie .....	1,719 00
Rev. Thos. McKee .....	Simcoe, Southwest; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham .....	Barrie .....	1,690 00
Isaac Day, B.A. ....	Simcoe, East, and West Muskoka; Town of Gravenhurst; Village of Port Carling .....	Orillia .....	1,691 75
Alexander McNaughton.	Stormont; Town of Cornwall .....	Cornwall .....	1,144 66
John Ritchie .....	Thunder Bay and Rainy River Districts; Towns of Fort Frances, Fort William, Kenora, Port Arthur, Rainy River .....	Port Arthur...	1,500 00
H. Knight .....	Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee .....	Lindsay .....	1,011 00
V. H. Stevens, B.A. ....	Victoria, West, and Southeast Muskoka; Town of Bracebridge; Villages of Fene- lon Falls, Woodville .....	Lindsay .....	1,737 32
Thomas Pearce .....	Waterloo No. 1; Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira .....	Berlin .....	1,980 00
C. W. Sheppard .....	Waterloo No. 2; Town of Galt; Villages of Ayr, New Hamburg .....	Berlin .....	† 645 00
H. Ball, M.A. ....	Welland; City of Niagara Falls; Towns of Thorold, Welland; Villages of Bridge- burg, Chippawa, Fort Erie, Port Colborne .....	Welland .....	1,430 66
Robt. Galbraith .....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clifford, Drayton .....	Mt. Forest...	†1,250 00
J. Craig, B.A. ....	Wellington, South; Villages of Elora, Erin, Fergus .....	Fergus .....	1,250 00
H. Smith .....	Wentworth; Town of Dundas; Village of Waterdown .....	Hamilton .....	1,463 50
A. B. Davidson, B.A. ....	York, North; Towns of Aurora, New- market; Villages of Holland Landing, Richmond Hill, Sutton .....	Newmarket ..	1,328 00
David Fotheringham ....	York, South; Towns of East Toronto, North Toronto, Toronto Junction; Vil- lages of Markham, Stouffville, Weston, Woodbridge .....	Toronto .....	1,627 40
J. P. Hoag, B.A. ....	City of .....	Brantford ..	1,400 00
Wm. Tytler, B.A. ....	do .....	Guelph .....	600 00
V. H. Ballard, M.A. ....	do .....	Hamilton .....	2,200 00
V. G. Kidd .....	do .....	Kingston .....	1,400 00
J. B. Edwards, B.A. ....	do .....	London .....	1,735 00
John C. Glashan, LL.D.	do .....	Ottawa .....	2,400 00
Duncan Walker, B.A. ....	do .....	Peterboro' .....	1,350 00
D. C. Hetherington .....	do .....	St. Catharines.	7500 00
E. Silcox, B.A., D. Paed.	Prin. Co. Model School, City of .....	St. Thomas ...	1,200 00
R. Russell Stuart .....	do do .....	Stratford .....	1,200 00
James L. Hughes .....	City of .....	Toronto .....	3,500 00
V. F. Chapman .....	do .....	Toronto .....	2,250 00
Robt. Mead, M.A. ....	City of Windsor and Town of Walkerville .....	Windsor .....	1,000 00
John Connolly .....	Town of .....	Brockville ...	1,000 00
		Total .....	117,896 67

\* Appointed in 1905.

† Salary of former Inspector.

‡ For 2nd half of 1904.

|| Salary of former Inspector and Principal of Public Schools.



LIST OF INSPECTORS, 1905—*Concluded.*

Other Inspectors.	Post Office.	Salary, 1904.	Travelling expenses paid, 1904.	Total.	—
		\$ c.	\$ c.	\$ c.	\$ c.
<i>Separate School Inspectors:</i>					
Wm. Prendergast, B. A. ....	Toronto. ....	1,700 00	206 15	1,906 15	
Michael O'Brien .....	Peterborough ..	1,700 00	515 55	2,215 55	
John F. Power, M. A. ....	London .....	1,700 00	425 85	2,125 85	
<i>Inspector of Bilingual Separate Schools:</i>					
Telephore Rochon, B. A., (East).	Clarence Creek	1,700 00	272 55	1,972 55	
*D. Chenay, (West) .....	Windsor. ....	†625 00		625 00	
<i>Inspector of Technical Education:</i>					
Albert H. Leake .....	Toronto .....	1,600 00	510 63	2,110 63	
<i>County Model School Inspector:</i>					
John J. Tilley .....	Toronto .....	1,850 00	650 40	2,500 40	
<i>High School Inspectors:</i>					
John E. Hodgson, M. A. ....	Toronto .....	2,750 00	440 00	3,190 00	
John Seath, M. A., LL. D. ....	Toronto .....	2,750 00	540 05	3,290 05	
Total .....					19,936 18
Grand total (all Inspectors) .....					137,832 85

\* Also Inspector of Public Schools, Essex North.

† \$125, arrears of salary.

## II. DIPLOMAS FOR SCHOOL PREMISES, 1905.

Name of Inspector.	Jurisdiction.	No. of schools reported as receiving dip- lomas in 1905.	Name of Inspector.	Jurisdiction.	No. of schools reported as receiving dip- lomas in 1905.
L. A. Green .....	Algoma. ....	2	Chas. A. Barnes ..	Lambton, E. ....	20
T. W. Standing ..	Brant .....	11	D. D. Moshier ...	Lambton, W. ....	18
R. W. Cowley .....	Carleton .....	†23	R. Kinney .....	Leeds & Gren. No. 2	10
Arthur Brown ...	Dundas. ....	†18	F. Burrows .....	Lennox and Add. .	1
W. E. Tilley .....	Durham .....	6	P. J. Thompson ...	Middlesex, E. ....	44
H. H. Burgess ...	Grey, W. ....	17	H. D. Johnson ...	Middlesex, W. ....	8
J. S. Deacon .....	Halton .....	22	H. Frank Cook ...	Norfolk .....	1
D. Robb .....	Huron, E. ....	26	Geo. Grant .....	Parry Sound W. .	10
J. Elgin Tom .....	Huron, W. ....	7	T. Pearce .....	Waterloo No. 1. ....	10
Robt. Park .....	Kent, W. ....	49	F. W. Sheppard ...	Waterloo No. 2 ...	12
W. H. G. Colles ...	Kent, E. ....	54	J. H. Smith .....	Wentworth .....	27
			D. Fotheringham .	York, S. ....	7

† In 1904.

APPENDIX D.—*RURAL PUBLIC SCHOOL LIBRARIES, 1904-5.*

Every rural school board that has established a Library under the conditions of the regulations receives a grant, equivalent to half the amount expended for the year, but not exceeding \$10.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Brant .....	1A Brantford, 20.82 ; 9 Brantford, 24.55 ; U. 10 Brantford, 20.00 ; 12 Brantford, 30.00 ; 16 Brantford, 20.00 ; 9 Burford, 20.00 ; 11 Burford, 14.25 ; 13 Burford, 20.01 ; 8 S. Dumfries, 3.89 ; 13 S. Dumfries, 15.00 ; U. 1 Oakland, 20.00 ; 6 Onondaga, 2.80.	25	5	211 32	97 97
Bruce E. ....	.....	2			
Bruce W .....	7 Bruce, 22.18 ; 7 Culross, 22.19 ; 8 Culross, 20.00 ; 9 Culross, 30.07 ; 5 Greenock, 10.00 ; 1 Huron, 12.60 ; 5 Huron, 21.45 ; 8 Huron, 20.46 ; 11 Huron, 20.00 ; 15 Huron, 24.91 ; 5 Kincardine, 20.00 ; 8 Kinloss, 30.00 ; 4 Saugeen, 30.00.....	25	11	283 86	121 30
Carleton.....	8 Fitzroy, 20.00 ; 3 Gloucester, 6.25 ; 4 Gloucester, 20.00 ; 9 Gloucester, 27.12 ; 20 Gloucester, 10.35 ; 25 Gloucester, 10.00 ; 12 Goulburn, 13.50 ; 4 N. Gower, 20.00 ; 1 Huntley, 33.00 ; 5 Huntley, 23.00 ; 1 March, 20.00 ; 1 Marlborough, 20.00 ; 6 Marlborough, 20.00 ; 11 Osgoode, 20.00 ; 12 Osgoode, 20.00 ; 1 Torbolton, 12.00 ; 3 Torbolton, 20.00 ; 3 Nepean, 18.25....	37	6	333 47	155 17
Dufferin .....	3 Melancthon, 18.50 ; 13 Melancthon, 21.66 ; 14 Melancthon, 18.97 ; 17 Mono, 15.00 ; 1 Mulmur, 20.25.....	16	3	94 38	46 23
Dundas.....	3 Williamsburg, 20.00 ; 18 and 1 Williamsburg, 21.01 ; 10 Matilda, 20.00 ; 18 Matilda, 10.00 ; 2 Winchester, 20.00 ; 5 Winchester, 30.00 ; 8 Winchester, 18.00 ; 20 Winchester, 10.00 ; 1 Mountain, 20.00 ; 6 Mountain, 6.45 ; 12 Mountain, 5.00 ; 14 Matilda, 10.00 ; 17 and 24 Williamsburg, 20.00.....	16	11	210 46	99 72
Durham .....	3 Darlington, 7.00 ; 16 Darlington, 8.00 ; 18 Darlington, 10.00.....	6	2	25 00	12 50
Elgin .....	2 Aldborough, 20.00 ; 3 Aldborough, 25.00 ; 4 Aldborough, 20.00 ; 5 Aldborough, 25.00 ; 6 Aldborough, 25.00 ; 8 Aldborough, 15.00 ; 9 Aldborough, 20.00 ; 10 Aldborough, 5.20 ; 11 Aldborough, 23.00 ; 12 Aldborough, 15.00 ; 14 Aldborough, 20.00 ; 1 Bayham, 16.16 ; 2 Bayham, 50.00 ; 4 Bayham, 15.18 ; 5 Bayham, 10.35 ; 9 Bayham, 4.05 ; 11 Bayham,				

APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Elgin.— <i>Con.</i> .....	12.80 ; 12 Bayham, 7.75 ; 14 Bayham, 22.52 ; 16 Bayham, 14.53 ; 17 Bayham, 10.00 ; 18 Bayham, 10.00 ; 23 Bayham, 31.39 ; 1 Dunwich, 15.04 ; 2 Dunwich, 20.00 ; 3 Dunwich, 10.36 ; 4 Dunwich, 15.00 ; 5 Dunwich, 8.00 ; 6 Dunwich, 20.00 ; 7 Dunwich, 11.48 ; 9 Dunwich, 10.00 ; 10 Dunwich, 11.85 ; 13 Dunwich, 26.03 ; 14 Dunwich, 15.00 ; 15 Dunwich, 7.50 ; 16 Dunwich, 10.00 ; 5 Dorchester S., 20.05 ; 7 Dorchester S., 11.20 ; 8 Dorchester S., 20.00 ; 10 Dorchester S., 7.60 ; 11 Dorchester S., 20.00 ; 1 Malahide, 3.88 ; 3 Malahide, 20.00 ; 5 Malahide, 20.00 ; 6 Malahide, 29.63 ; 7 Malahide, 20.20 ; 8 Malahide, 1.62 ; 9 Malahide, 15.00 ; 13 Malahide, 9.08 ; 14 Malahide, 8.00 ; 15 Malahide, 15.00 ; 16 Malahide, 6.10 ; 18 Malahide, 20.00 ; 21 Malahide, 1.38 ; 22 Malahide, 21.32 ; 23 Malahide, 10.00 ; 1 Southwold, 3.00 ; 2 Southwold, 8.60 ; 3 Southwold, 20.00 ; 4 Southwold, 4.60 ; 6 Southwold, 9.00 ; 7 Southwold, 20.00 ; 8 Southwold, 20.00 ; 9 Southwold, 10.00 ; 11 Southwold, 2.11 ; 12 Southwold, 7.62 ; 13 Southwold, 5.15 ; 14 Southwold, 3.30 ; 15 Southwold, 15.00 ; 17 Southwold, 2.66 ; 19 Southwold, 3.70 ; 20 Southwold, 20.00 ; 3 Yarmouth, 6.35 ; 4 Yarmouth, 12.58 ; 6 Yarmouth, 20.00 ; 7 Yarmouth, 20.00 ; 8 Yarmouth, 11.00 ; 9 Yarmouth, 5.32 ; 13 Yarmouth, 12.00 ; 17 Yarmouth, 10.10 ; W. 18 Yarmouth, 20.00 ; E. 18 Yarmouth, 20.00 ; N. 18 Yarmouth, 20.00 ; 23 Yarmouth, 11.00 ; 24 Yarmouth, 11.00 ; 25 Yarmouth, 21.60 ; 27 Yarmouth, 16.50 .....	105	50	1,250 44	584 82
Essex N. ....	3 Maidstone, 34.21 ; 6 Sandwich S., 27.07 ..	3	1	61 28	20 00
Essex S. ....	11 Colchester S., 4.29 ; 5 Gosfield S., 11.97 ; 2 Mersea, 10.52 .....	5	1	26 78	13 40
Frontenac .....	2 Bedford, 20.00 ; 9 Bedford, 20.00 ; 1 Clarendon & Miller, 20.00 ; 13 Clarendon & Miller, 20.00 ; 1 Hinchinbrook, 20.00 ; 1 Kingston, 20.00 ; 3 Kingston, 10.00 ; 11 Kingston, 20.00 ; 14 Kingston, 30.00 ; 7 Loughboro, 20.00 ; 1 Olden, 20.00 ; 4 Oso, 10.00 ; 5 Oso, 20.00 ; 6 Oso, 28.00 ; 7 Oso, 20.00 ; 4 Palmerston & Canonto, 20.00 ; 5 Palmerston and Canonto, 20.00 ; 4 Pittsburg, 20.00 ; 9 Pittsburg, 26.80 ; 3 Portland, 10.00 ; 5 Portland, 20.00 ; 11				

APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Frontenac.— <i>Con.</i>	Portland, 20.00; 12 Portland, 28.00; 6 Storrington, 20.00; 8 Wolfe Island, 20.00; 9 Wolfe Island, 20.00; 4 Wolfe Island, 10.00 .....	75	21	532 80	250 00
Grey, E. ....	12 Euphrasia .....	3	1	26 00	10 00
Grey, W. ....	1 Derby, 20.00; 3 Derby, 8.93; U. 2 Derby & Sydenham, 14.90; U. 10 Sydenham, 12.00; U. 15 Sydenham, 20.00 .....	9	2	75 83	37 91
Grey, S. ....	5 Egremont, 18.55; 6 Egremont, 20.20; 7 Egremont, 10.00; 10 Egremont, 20.00; 10 Glenelg, 27.00; 4 Normanby, 21.55; 9 Normanby, 20.00; 14 Proton, 8.75 .....	14	5	146 05	68 66
Haldimand .....	3 Walpole, 20.56; 11 Walpole, 11.91; 3 Rainham, 10.00; 7 N. Cayuga, 10.29; 11 N. Cayuga, 15.00; 5 S. Cayuga, 10.00 .....	11	4	77 76	38 59
Haliburton, etc..	3 Minder, 19.87; 1 Harburn, 49.00; 6 Monmouth, 8 00; U. 2 Stisted, 21.87; 2 Stisted, 39.55; 4 Brunel, 30.10; 7 Chaffey, 14.00; 2 Laurier, 28.25; 4 Stisted, 9.45 ..	24	4	220 09	75 65
Halton .....	4 Nelson, 6.83; 10 Esquesing, 21.53; 9 Trafalgar, 20 00 .....	11	2	48 36	23 41
Hastings, N. ....	13 Madoc, 12.27; 14 Madoc, 14.00; 2 Madoc, 18.00; 7 Madoc, 14.15; 16 Rawdon, 21.05; 7 Rawdon, 18.17; 13 Rawdon, 21.83; 8 Rawdon, 20.00; 14 Rawdon, 20.18; 4 Rawdon, 23.50; 6 Rawdon, 20.55; 3 Rawdon, 23.00; 20 Rawdon, 20.00; 17 Rawdon, 20.00; 6 Monteagle, 15.08; 1 Tudor, 20.03; 8 Tudor, 21.00; 5 Tudor, 16.83; 1 Carlow, 17.46; 2 Carlow, 17.33; 5 Carlow, 20.00; 1 & 3 Huntingdon, 29.00; 2 & 5 Huntingdon, 18.00; 4 Huntingdon, 15.00; 10 Huntingdon, 20.00; 4 Dunggannon, 16.00; 3 Elzevir, 20.00; 3 Marmora, 17.01; 5 Marmora, 20.00; 10 Marmora, 10.40 .....	34	29	559 84	269 86
Hastings, S. ....	.....	1			
Huron, E. ....	3 Grey, 5.50; 4 Grey, 18.10; 9 Grey, 4.25; 11 Grey, 9.00; U. 4 Grey, 10.00; 7 Howick, 8.00; 1 Hullett, 8.00; 3 Hullett, 23.02; 8 Hullett, 20.00; 1 Morris, 14.90; 5 Morris, 20.60; 6 Morris, 10.00; 4 Tuckersmith, 20.00; 9 Tuckersmith, 10.00; 2 Turnberry, 15.58 .....	25	11	196 95	96 66



APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Huron, W.....	4 Ashfield, 20.00 ; 6 Stanley, 13.00 ; 14 Stanley, 20.00 ; 5 Usborne, 10.00 ; 6 Usborne, 20.60 ; 7 Usborne, 20.60 ; 11 E. Wawanosh, 20.59.....	17	3	124 79	61 50
Kent, E.....	12 Camden, 15.00 ; 2 Harwich, 20.00 ; 3 Harwich, 22.50 ; 6 Harwich, 20.00 ; 7 Harwich, 12.00 ; 10 Harwich, 25.00 ; 11 Harwich, 20.00 ; 12 Harwich, 10.00 ; 16 Harwich, 20.00 ; 1 Howard, 20.00 ; 2 Howard, 10.00 ; 3 Howard, 20.00 ; 11 Howard, 6.50 ; 12 Howard, 5.00 ; 14 Howard, 7.00 ; 2 Orford, 20.00 ; 2 Orford, (1904) 20.00 ; 5 Orford, 15.00 ; 7 Orford, 25.00 ; 9 Orford, 20.00 ; 10 Orford, 22.50 ; 3 Zone, 10.00 ; 4 Zone, 10.00 ; 5 Zone, 18.00.....	37	14	393 50	189 25
Kent, W.....	1 Chatham, 21.10 ; 7 Chatham, 10.00 ; 8 Chatham, 20.00 ; 10 Chatham, 20.00 ; 13 Dover, 25.00 ; 10 Raleigh, 5.00 ; 14 Raleigh, 14.00 ; 12 Raleigh, 10.00 ; 2 Romney, 5.00 .....	49	5	130 10	62 00
Lambton, E.....	5 Dawn, 30.03 ; 7 Dawn, 14.92 ; 10 Dawn, 7.61 ; 11 Dawn, 25.69 ; 13 Dawn, 2.75 ; 14 Dawn, 28.74 ; 17 Dawn, 24.58 ; 19 Dawn, 28.75 ; 3 Brooke, 30.10 ; 7 Brooke, 30.00 ; 8 Brooke, 11.52 ; 9 Brooke, 15.97 ; 12 Brooke, 20.00 ; 13 Brooke, 27.35 ; 15 Brooke, 20.10 ; 18 Brooke, 15.05 ; 23 Brooke, 30.15 ; 1 Warwick, 5.00 ; 2 Warwick, 17.38 ; 5 Warwick, 15.47 ; 6 Warwick, 15.04 ; 8 Warwick, 20.10 ; 10 Warwick, 15.44 ; 16 Warwick, 19.00 ; 20 Warwick, 15.06 ; 4 Enniskillen, 28.14 ; 5 Enniskillen, 20.86 ; 8 Enniskillen, 24.66 ; 11 Enniskillen, 14.04 ; 17 Enniskillen, 20.00 ; 18 Enniskillen, 30.07 ; 23 Enniskillen, 17.06 ; 2 Euphemia, 31.56 ; 3 Euphemia, 14.96 ; 4 Euphemia, 21.90 ; 5 Euphemia, 73.00 ; 10 Euphemia, 20.23 ..	37	37	802 28	318 12
Lambton, W....	24 Sombra, 13.10 ; 3 Moore, 7.60 ; 7 Plympton, 5.75 ; 11 Plympton, 10.00 ; 8 Bosanquet, 19.80 ; 9 Bosanquet, 11.00 ; 13 Bosanquet, 10.58.....	10	7	77 83	38 91
Lanark .....	4 Bathurst, 12.00 ; 5 Bathurst 10.00 ; 12 Bathurst, 10.00 ; 5 Beckwith, 30.00 ; 6 Beckwith, 4.00 ; 2 Dalhousie, 10.00 ; 11 Drummond, 20.00 ; 13 Drummond, 20.00 ; 10 Lanark, 10.00 ; 8 Montague,				

APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Lanark.— <i>Con...</i>	8.00; 10 Ramsay, 12.00; 11 Ramsay, 11.00; 15 Ramsay, 20.00; 1 N. Sherbrooke, 19.00; 2 S. Sherbrooke, 10.00..	23	7	206 00	98 00
Leeds and Grenville, No. 1...	1 Leeds and Lansdowne Rear, 10.00.....	12	1	10 00	5 00
Leeds and Grenville No. 2....	7 Front of Yonge & Escott, 20.00; 2 Elizabethtown, 20.05; 4 Elizabethtown, 10.00; 5 Elizabethtown, 21.00; 7 Elizabethtown, 10.50; 20 Elizabethtown, 20.00; 21 Elizabethtown, 10.00; 8 Kitley, 6.47; 10 Kitley, 10.00; 11 Kitley, 20.00; 15 Kitley, 10.00; 4 Wolford, 22.00.....	19	6	180 02	88 48
Leeds and Grenville, No. 3...	24 Augusta, 11.52; 27 Edwardsburg, 5.90; 8 Oxford, 10.00.....	10	1	27 42	13 71
Lennox and Addington.....	2 Kaladar, Anglesea & Effingham, 37.85; 18 N. Fredericksburg, 15.88.....	15	1	53 73	17 94
Lincoln .....	1 Louth, 20.00; 2 Louth, 20.00; 3 Louth, 20.00; 6 Louth, 20.00; 7 Louth, 20.00; U. 2 Clinton & 3 Louth, 20.00; U. 3 Clinton & 4 Louth, 20.00; 1 Grantham, 20.22; 4 Grantham, 20.00; 5 Grantham, 20.15; 8 Grantham, 20.00; 2 Grantham & 8 Louth, 20.00; U. 3 Caistor, 20.00; 6 Caistor, 20.00; 8 Caistor, 20.00; 2 Gainsboro' 20.00; 3 Gainsboro' 21.35; 6 Gainsboro' 19.64; 7 Gainsboro' 20.00; 4 N. Grimsby, 18.40; U. 5 N. Grimsby, 31.60; 13 N. Grimsby, 20.00; 9 S. Grimsby, 21.00; 12 S. Grimsby, 20.00; 10 S. Grimsby, 20.52; 1 Clinton, 20.00; 4 Clinton, 20.00; 5 Clinton, 20.00; 6 Clinton, 20.37; 2 Louth & 1 Clinton, 20.00; U. 5 Clinton, 20.00 .....	42	22	633 25	309 02
Middlesex, E...	12 Biddulph, 20.00; 2 Dorchester, 20.00; 12 Dorchester, 15.00; 1 McGillivray, 14.00; 18 McGillivray, 10.00; 10 Nissouri W., 22.23; 5 Nissouri W., 13.54; 7 Westminster, 15.61; 10 Westminster, 20.00; 19 Westminster, 10.48; 23 Westminster, 29.53.....	24	10	190 39	89 31
Middlesex, W...	U. 1 & 2 Adelaide and W. Williams, 15.85; 4 Ekfrid, 16.60; 11 Ekfrid, 10.00; 5 Lobo, 10.00; 7 E. Williams, 11.07; 4 Metcalf, 10.00.....	13	3	73 52	36 75
Norfolk .....	3 Townsend, 8.00; 4 Townsend, 4.50; 8 Townsend, (1904), 10.24; 2 Windham, 14.00; 12 Windham, 7.00; 1 Middleton,				

APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Norfolk.— <i>Con...</i>	14.35; 2 Middleton, 5.84; 3 Middleton, 16.00; 8 Houghton, 11.00; 11 Houghton, 10.14; 2 Walsingham, 20.00; East 19 Walsingham, 5.00; 6 Charlotteville, 8.90; 8 Charlotteville, 16.00; 14 Charlotteville, 8.40; 18 Charlotteville, 10.00	26	9	169 37	84 68
Northumberland	7 Hamilton, 30.00; 11 Hamilton, 20.00; 2 & 3 Brighton and Cramahe, 20.00 .....	9	3	70 00	30 00
Ontario, N.....	1 Brock, 20.00; U. 4 Brock, 20.00; U. 5 Brock, 20.00; 5 Brock, 20.00; 6 Brock, 20.00; 7 Brock, 20.00; 13 Brock, 20.00; 1 Mara, 20.00; 2 Mara, 20.00; 3 Mara, 20.00; 4 Mara, 20.00; 6 Mara, 10.00; 8 Mara, 20.00; 10 Mara, 20.00; 1 Rama, 20.00; 2 Rama, 20.00; 4 Scott, 29.13; 5 Scott, 20.00; 6 Scott, 20.00; 8 Scott, 20.00; 9 Scott, 10.00; 5 Thorah, 20.00; 2 Uxbridge, 20.00; 8 Uxbridge, 20.00; 7 Uxbridge, 20.00.....	59	6	489 13	240 00
Ontario, S.....	7 Reach, 10.00; 10 Reach, 4.53; U. 5 E. Whitby, 12.22; U. 4 E. Whitby, 10.00; 4 E. Whitby, 20.00; 6 Whitby, 6.43	8	6	63 18	31 59
Oxford .....	U. 4 Blandford, 20.50; 12 Dereham, 52.00; 11 E. Nissouri, 12.08; 9 S. Norwich, 30.00; 13 S. Norwich, 28.10; 2 N. Oxford, 20.00; 3 E. Zorra, 10.03; 7 E. Zorra, 75.00; 9 E. Zorra, 30.00; 13 E. Zorra, 31.15; 8 E. Zorra, 28.75; 4 E. Zorra, 7.50 .....	14	8	345 11	104 80
Peel.....	3 Caledon, 19.20; 6 Caledon, 20.00; 12 Caledon, 21.40; 14 Caledon, 20.00; 5 Chinguacousy, 23.60; 26 Chinguacousy 24.00; 5 Toronto, 27.20; 6 Toronto, 20.25; 15 Toronto, 39.50 .....	14	8	215 15	89 60
Perth .....	4 Blanshard, 20.13; U. 15 Blanshard, 20.00; 3 Downie, 20.00; 4 Downie, 50.00; 6 Downie, 25.00; U. 1 N. Easthope, 10.00; 4 N. Easthope 24.80; U. 6 N. Easthope, 25.00; 8 Ellice, 20.00; 9 Ellice, 20.00; 1 Elma, 20.00; U. 1 Elma, 23.50; 3 Fullarton, 20.00; 6 Fullarton, 20.00; 8 Logan, 20.45; 4 Mornington, 20.19; 12 Mornington, 32.00; U. 13 Mornington, 20.00; 3 Wallace, 20.00; 4 Wallace, 20.00 .....	44	15	451 07	195 00
Peterboro'.....	2 Smith, 13.23.....	5	.....	13 23	6 61

APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended or books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Prescott and Russell.....	1 Caledonia, 11.65 ; 5 Caledonia, 20.00 ; 8 Caledonia, 1.54 ; 10 E. Hawkesbury, 20.00 ; 2 W. Hawkesbury, 10.00 ; 5 W. Hawkesbury, 10.25 ; 7 W. Hawkesbury, 10.00 ; 3 Longueuil, 20.00 ; 1 N. Plantagenet, 17.50 ; 4 S. Plantagenet, 20.00 ; 9 Clarence, 20.00 ; 15 Clarence, 10.00 ; 2 Cumberland, 3.10 ; 3 Cumberland 20.36. 7 Cumberland, 18.65 ; 12 Cumberland, 5.00 ; 3 Russell, 19.50.....	27	16	237 85	118 73
Prince Edward..	4 Athol, 20.00 ; 5 Hallowell, 23.00 ; 5 N. Marysburgh, 20.00 ; 6 N. Marysburgh, 20.00 ; 1 Sophiasburgh, 20.30 ; 8 Sophiasburgh, 39.85 ; 10 Sophiasburgh, 9.00 ; 11 Sophiasburgh, 20.00.....	20	5	172 15	74 50
Renfrew.....	1 Admaston, 6.88 ; 5 Admaston, 14.33 ; 11 Admaston, 10.30 ; 8 Bromley, 10.15 ; 2 Brudenell, 26.00 ; 3 Pembroke, 20.00 ; 1 Ross, 20.00 ; 8 Ross, 20.93 ; 2 Westmeath, 21.18 ; 11 Westmeath, 40 00....	14	7	189 77	80 82
Simcoe E. & W. Muskoka.....	3 Medonte, 20.00 ; 10 Oro, 46.93 ; 4 Oro, 10.00 ; 1 Orillia, 33.00 ; 5 Orillia, 10.56 15 Orillia, 20.00 ; 3 Medora, 40.00.....	33	3	180 49	60 28
Simcoe, N.....	5 Tiny, 37.14 ; 3 Flos, 30.87 ; 8 Sunnidale, 20.00 ; 3 Vespra, 20.00.....	8	4	108 01	40 00
Simcoe, S.W....	10 Innisfil, 32.50 ; 6 Tecumseth, 31.75 ; 8 Tecumseth, 35.25 ; 11 Tecumseth, 33.50 19 Tecumseth, 30.00.....	5	3	163 00	50 00
Stormont.....	4 Osnabruck, 23.04 ; 12 Osnabruck, 5.35....	3	2	28 39	12 67
Victoria E.....	3 Emily, 19.45 ; 13 Emily, 20.00 ; 1 Ops, 5.25 ; 9 Ops, 20.00.....	5	3	64 70	32 34
Victoria W. and S.E. Muskoka..	1 Mariposa, 20.00 ; U. 4 Mariposa, 19.90 ; 5 Mariposa, 17.00 ; 6 Mariposa, 20.00 ; 16 Mariposa, 25.84 ; 17 Mariposa, 8.30 ; 21 Mariposa, 10.00 ; 1 Eldon, 18.54 ; 4 Eldon, 10.00 ; 5 Eldon, 30.00 ; 8 Eldon, 20.00 ; 6 Fenelon, 20.28 ; U. 1 Laxton & Sommerville, 20.00 ; U. 1 Bexley & Sommerville, 1.80 ; 2 Draper, 15.00....	16	12	256 66	120 27
Waterloo No. 1..	.....	1	0	.....	.....
Waterloo No. 2..	20 N. Dumfries, 10.04 ; 4 Wellesley, 8.00 ; 16 Wellesly 17.18.....	6	1	35 22	17 61



APPENDIX D.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
Welland.....		1			
Wellington, N....	1 Minto, 23.04 ; 13 Peel, 355.....	5	1	26 59	11 77
Wellington S....	1. W. Garafraxa, 15.00 ; 6 W. Garafraxa, 20.00.....	25		35 00	17 50
Wentworth.....	5 Ancaster, 12.16 ; 10 Ancaster, 20.00 ; 13 Ancaster, 20.00 ; 18 Ancaster, 10.00 ; 3 Barton, 15.00 ; 5 Beverly, 2.90 ; 8 Beverly, 20.05 ; 13 Beverly, 5.60 ; 15 Beverly, 20.32 ; 1 Binbrook, 1.00 ; 6 Flamboro E., 26.00 ; 2 Flamboro W., 14.00 ; 4 Flamboro W., 10.00 ; 6 Flamboro W. 10.14 ; 9 Flamboro W, 24.15 ; 1 Glanford, 20.30 ; 3 Glanford, 11.50 ; 4 Glanford, 5.50 ; 5 Saltfleet, 20.00 ; 9 Saltfleet, 11.00.....	32	12	279 62	134 40
York, N.....	2 Georgina, 13.50 ; 3 Georgina, 14.05 ; 4 Georgina, 10.05 ; 5 Georgina, 20.00 ; 5 N. Gwillimbury, 6.45 ; 6 N. Gwillimbury, 6.58 ; 7 N. Gwillimbury, 10.00 ; 7 E. Gwillimbury, 8.76 ; 5 King, 5.00 ; 6 King 7.60 ; 7 King, 11.74 ; 9 King, 10.35 ; 10 King, 7.00 ; 11 King, 5.12 ; 16 King, 20.00 ; 3 Vaughan, 5.00 ; 5 Vaughan, 7.30 ; 6 Vaughan, 12.47 ; 15 Vaughan, 3.76 ; 18 Vaughan, 10.00 ; 19 Vaughan, 15.80 ; 20 Vaughan, 11.80 ; 1 Whitchurch, 10.10 ; 4 Whitchurch, 9.50 ; 7 Whitchurch, 6.00 ; 9 Whitchurch, 5.60	31	22	253 53	126 75
York S.....	3 and 24 Etobicoke and York, 10.00 ; 5 Scarborough, 13.00 ; 9 Scarborough, 15.40.....	20	1	38 40	19 20
Manitoulin.....		2			
Nipissing N....	1 Snider and Creighton, 10.00.....	1	1	10 00	5 00
Parry Sound....	4. Chapman, 11.00 ; 1 Humphrey, 20.00 ; 1 Lount, 12.00 ; 1 Mills, 36.87 ; 3 McDougall, 10 00 ; 6 McDougall, 20.03 ; 1 McKellar, 20.00 ; 6 McKellar, 20.00 ; 3 McMurrich, 12 00 ; 4 McMurrich, 12.00 ; U. 2 Pringle, 30.00 ; 1 Wallbridge, 20.00 ; U. 1 Wilson, 20.12.....	17	13	244 02	108 50
Rainy River and Thunder Bay..	5 Lash, 20.19.....	1	1	20 19	10 00
R. C. Separate Schools, West.	12 Peel, 10.00 ; 1 W. Wawanosh, 2.40 ; 7 Sandwich S., 10.00 ; 5 Raleigh, 6.48 ; 4 Biddulph, 4.52 ; 4 Maidstone and 2 Rochester, 31.80 ; 1 Hay, 20.00 ; 1 Carrick				

APPENDIX D.—*Concluded.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	No. of public school libraries in inspectorate.	Number of libraries established during year.	Total amount expended during the year for books recommended.	Total Government grant.
				\$ c.	\$ c.
	and Culross, 18.00 ; 7 Sydenham, 5.25 ; 2 Maidstone, 13.37 ; 14 Carrick, 20.00 ; 1 McKillop, 6.13 ; 6 Raleigh, 10.00 ; 9 Downie, 18.00.....	20	9	175 95	82 06
R. C. Separate Schools, Central	4 Asphodel, 6.40; 5 Percy, 6.17; 1 York 10.00	3	1	22 57	11 28
R. C. Separate Schools, East..	.....	1	.....	.....	.....
	Totals, 1904-5'.....	1,231	458	11,641 85	5,265 80
	Totals, 1903-4.....	.....	.....	8,195 70	3,656 41
	Increases .....	.....	.....	3,446 15	1,609 39

## APPENDIX E.—CONTINUATION CLASSES, 1904-5.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Brant .....	Arthur E. Green....	I	4	8 S. Dumfries.....	16	1			
	D. A. Welsh.....	III	1	7 Brantford .....	3				1
	W. J. Jolly .....	I	1	16 Brantford .....	8				1
	Miss A. A. Langs...	II	1	20 Brantford .....	4				1
	Margery Amy .....	II	1	14 S. Dumfries.....	5				1
	K. Cora Misener....	II	1	6 Onondaga.....	4				1
	Alton M. Sheppard ..	I	3	14 Carrick .....	8				1
Bruce E. ....	Royden J. Fuller ..	I	7	Paisley Village.....	47	1			
Bruce W. ....	Truman W. Kidd ..	I		" .....					
	Donald Ross .....	I	8	Southampton Village.	26	1			
	D. L. Strachan.....	I	5	Teeswater Village ..	44	1			
	Jos. Stalker .....	II	5	Lucknow Village.....	48		1		
	Thos. Keenan .....	I	3	Tiverton Village ..	11			1	
	Jno. Thos. Kidd ..	II	1	7 Bruce .....	6			1	
	Elgin F. Collins ....	III	1	12 Culross .....	6			1	
	Bruce F. Howson ..	I	3	10 Huron .....	11			1	
	Winifred E. Milne ..	II	1	8 Kinloss .....	5			1	
	Minnie McNaughton.	II	1	4 Culross .....	4				1
	H. Stanley Sanderson	II	1	5 Greenock .....	5				1
	Margaret McCharles.	III	1	1 Huron .....	4				1
	Margaret H. Welsh ..	II	1	8 Huron .....	4				1
	Wm. H. Sharp.....	II	1	10 Kinloss .....	7				1
Carleton .....	Muriel Payne.....	I	2	8 Fitzroy .....	23	1			
	Mary Ardley, B.A....	I	2	7 Goulburn .....	18	1			
	Marion White.....	I	3	3 N. Gower .....	16	1			
	Lila Macdougall....	I	4	1 Nepean .....	18	1			
	Clara Parr.....	I	4	11 Osgoode .....	48	1			
	Nellie Croskery....	I		" .....					
	H. W. Brownlee, B.A	III	8	Hintonburgh.....	13	1			
	Samuel Acheson ..	II	2	12 Goulburn .....	21	1			
	A. J. Kerr .....	III	3	Richmond Village ..	17	1			
	Margaret Taylor ..	II	2	9 Gloucester .....	7			1	
	Wallace Pettapiece..	II	2	6 N. Gower.....	7			1	
	Ernest Worley .....	II	3	3 Huntley .....	10			1	
	John B. Wallace....	III	2	15 Osgoode .....	8			1	
	Ernest Howes .....	II	2	5 Gloucester .....	6				1
	Miss M. Ellis .....	II	2	18 Osgoode .....	5				1
Dufferin .....	T. E. Langford, M.A	I	7	Shelburne Village ..	35	1			
	Miss De Cou, B.A....	I		" .....					
	B. E. Thackeray, B.A	I	5	Grand Valley Village.	20	1			
	W. G. Bain .....	II	2	2 Melancthon .....	4				1
	Marjorie McNichol..	II	1	5 Melancthon .....	3				1
Dundas .....	Wm. Heath .....	II	2	17 Mono .....	4				1
	Burton C. Taggart ..	I	7	Winchester Village..	46	1			
	Geo. H. Steer .....	I	4	Chesterville Village ..	25	1			
	Horatio Loucks .....	I	4	12 Winchester .....	35	1			
	Frank Anderson ..	II	2	U. 18 & 1 Williamsburg	4				1
	Gideon O. Barclay ..	III	1	2 Winchester.....	4				1
	Eli Robinson .....	II	2	6 Mountain .....	5				1
Durham.....	Esther Bates .....	II	2	22 Mountain.....	5				1
	D. Hampton .....	II	4	Millbrook Village ..	33	1			
	Edward Mitchell....	II	1	5 Manvers .....	5			1	
Elgin .....	Hanna Staples .....	II	2	15 Manvers .....	3				1
	E. S. Williams .....	I	4	5 Aldborough.....	25	1			
	Henry Wing .....	I	4	6 Aldborough.....	25	1			
	Geo. Stewart .....	II	4	Springfield Village..	24	1			
	F. W. McKone.....	III	2	10 Aldborough.....	10			1	
	J. W. Brown .....	II	2	9 Southwold .....	10			1	

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Elgin.— <i>Con</i> .....	R. A. Catherwood...	II	2	Port Stanley Village..	6			1	
	J. C. McLennan .....	III	11	Southwold .....	5			1	
	Geo. Dale. ....	II	3	S. Dorchester.....	9			1	
	E. P. Lewis .....	III	2	7 Yarmouth .....	6			1	
	Geo. Priddle.....	II	2	18 Bayham .....	4				1
	Libbie McLennan...	III	1	14 Dunwich .....	4				1
	Frank Amoss .....	III	1	21 Malahide .....	3				1
	Mamie Sanders .....	II	1	18 Yarmouth .....	4				1
	D. Clunas .....	III	1	21 Malahide .....	4				1
	Nellie Moynahan .....	II	1	6 Sandwich, S. ....	11			1	
Essex N. ....	Isabella Butterworth,								
Essex S. ....	B. A. ....	I	5	4 Tilbury, W. ....	31	1			
	Maud McLay .....	I		" .....					
	J. W. Rymal, B.A. ....	I	7	Amherstburg Town..	25	1			
	Fred. J. Voaden .....	II	7	Kingsville .....	6			1	
	J. H. Madill .....	II	1	2 Colchester, S. ....	6			1	
	W. J. Elliott.....	I	3	9 Colchester, S. ....	13				1
	M. Aylesworth, B.A. ....	III	2	3 Portland .....	6			1	
	Mrs. Revell.....	II	1	7 Portland .....	3				1
Glengarry .....	Elizabeth McLennan,								
	B. A. ....	I	4	Maxville Village .....	32	1			
	Wm. B. McEwan....	II	3	12 Charlottenburg .....	11			1	
	R. A. A. McConnell.	II	3	Lancaster Village .....	4				1
Grey E. ....	Thomas Gowan .....	I	4	Thornbury Town .....	6			1	
	Chas. E. Stuart .....	III	2	3 Euphrasia.....	5			1	
	J. Ashley Bailie.....	II	2	13 Collingwood .....	3				1
Grey S. ....	Thos. Allan .....	I	9	Durham Town.....	81	1			
	Lena M. Forfar, B.A. ....	I		Durham Town.....					
	Agnes Johnston.....	I		Durham Town.....					
	J. A. Magee .....	I	8	Hanover Village.....	24	1			
	Jas. S. Rowe.....	II	4	Markdale .....	24		1		
	N. C. Mansell .....	II	3	5 Artemesia .....	16			1	
	A. D. Carmichael....	III	2	U. 12 Artemesia.....	7			1	
	W. J. Blakeston.....	II	4	Dunda'k Village.....	8				1
	Robt. A. Thompson....	II	1	2 Bentinck.....	3				1
	Mary Spence .....	II	1	14 Egremont.....	3				1
Grey W. ....	A. B. Cooper .....	I	3	Chatsworth Village...	9				1
Haldimand. ....	Dawson F. Aiken....	I	4	10 Walpole .....	28	1			
	J. L. Mitchener, B.A. ....	I	2	3 Walpole .....	18		1		
	Margaret Kenney .....	II	2	1 Walpole .....	6			1	
	Alice Martin .....	II	1	2 Walpole .....	3				1
	Letta Curtis .....	III	1	1 Rainham.....	3				1
	Margaret Johnston....	III	1	10 Seneca.....	3				1
	A. C. Bernath.....	I	8	Huntsville Town .....	20	1			
	Geo. R. Coombs.....	II	4	Powassan Town.....	10		1		
Halton .....	Geo. W. Dominey .....	I	2	2 Machar .....	6			1	
	W. I. Hodges.....	II	2	6 S. Himsworth.....	4				1
	W. F. Inman .....	I	7	Milton Town.....	43	1			
	Daisy Taylor.....	I		" .....					
	W. H. Stewart .....	I	7	Acton Village .....	31	1			
	Milly Dingman .....	I		" .....					
	F. T. Richardson....	I	4	Burlington Village...	4				1
	W. J. McClenahan....	II	1	3 Nelson.....	3				1
Miss M. Murray .....	Miss M. Murray .....	II	1	2 Esquesing .....	5				1
	Miss M. Chapman....	II	1	1 Nassagaweya.....	8				1
	Miss G. Featherstone	II	1	9 Trafalgar .....	5				1
	J. D. Williamson....	III	1	15 Trafalgar.....	5				1



## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Hastings N.....	Robt. Weir .....	I	4	Marmora Village.....	7	.....	.....	1	.....
	Lilly Moffat .....	II	1	2 Carlow .....	3	.....	.....	.....	1
Hastings S .....	A. E. Thrasher .....	II	1	7 Sidney .....	6	.....	.....	1	.....
	Arthur M. Ward .....	III	1	18 Hungerford .....	6	.....	.....	1	.....
	Adam Kiernan.....	II	1	29 Tyendinaga.....	9	.....	.....	1	.....
	John M. Bell .....	II	5	Tweed Village .....	18	.....	.....	1	.....
	M. W. Mott .....	II	2	12 and 14 Thurlow .....	6	.....	.....	.....	1
	Ethel Gowse .....	II	1	15 Thurlow .....	4	.....	.....	.....	1
	Bernard Collins .....	III	1	16 Hungerford.....	4	.....	.....	.....	1
	Wm. O'Brien .....	III	1	20 Hungerford.....	5	.....	.....	.....	1
Huron E.....	I. H. Cameron.....	I	6	Brussels Village.....	64	1	.....	.....	.....
	Ethel O. Scott .....	III	1	" .....	.....	.....	.....	.....	.....
	A. H. Musgrove .....	II	9	Wingham Town.....	103	1	.....	.....	.....
	Gordon Manning .....	III	1	" .....	.....	.....	.....	.....	.....
	Gilbert Summers.....	I	4	Blyth Village .....	31	1	.....	.....	.....
	John Hartley .....	II	2	Wroxeter Village .....	7	.....	.....	1	.....
	Chester L. Edy .....	III	2	7 Howick .....	5	.....	.....	1	.....
	Thos. G. Shillinglaw.....	II	1	9 Tuckersmith .....	6	.....	.....	1	.....
	Laura A. Shannon .....	II	2	11 Grey .....	8	.....	.....	.....	1
	Wm. H. Downey .....	I	2	17 Howick .....	9	.....	.....	.....	1
	A. McAllister .....	II	1	3 Hullett .....	5	.....	.....	.....	1
	Ernest Robertson .....	II	2	8 Hullett .....	3	.....	.....	.....	1
	Melvin Keys .....	III	1	6 McKillop .....	3	.....	.....	.....	1
	F. T. Bryans .....	III	1	5 Morris .....	4	.....	.....	.....	1
	Robt. J. Beatty .....	II	1	5 Tuckersmith .....	3	.....	.....	.....	1
Huron W .....	Louis C. Fleming .....	I	8	Exeter Village .....	74	1	.....	.....	.....
	Annie Dorrington .....	I	1	" .....	.....	.....	.....	.....	.....
	W. J. O'Brien .....	I	1	" .....	.....	.....	.....	.....	.....
	Wm. McKay .....	II	3	Hensall Village .....	15	.....	1	.....	.....
	Chas. A. Tibbutt.....	II	2	8 Ashfield .....	12	.....	.....	1	.....
	Fred. Ross .....	II	1	4 Ashfield .....	10	.....	.....	1	.....
	R. F. Stelck .....	III	3	7 Hay .....	10	.....	.....	1	.....
	Geo. W. Shore .....	II	1	6 Stanley .....	5	.....	.....	1	.....
	Claude Bluett.....	II	3	5 Stephen .....	8	.....	.....	1	.....
	Silvia Seel .....	III	1	7 Wawanosh .....	5	.....	.....	1	.....
	Minnie J. Durnin .....	III	1	3 Ashfield .....	5	.....	.....	.....	1
	Nina Kilpatrick .....	III	1	6 Ashfield .....	4	.....	.....	.....	1
	T. M. Gordon .....	II	1	11 Ashfield .....	3	.....	.....	.....	1
	C. M. Augustine .....	II	1	16 Ashfield .....	5	.....	.....	.....	1
	G. Crawford .....	III	1	1 Colborne .....	6	.....	.....	.....	1
	J. C. Stothers .....	III	1	7 Colborne .....	3	.....	.....	.....	1
	H. R. Long .....	II	1	2 Colborne .....	5	.....	.....	.....	1
	Kathleen Swann .....	III	1	5 Goderich .....	3	.....	.....	.....	1
	Geo. Baird .....	I	1	1 Stanley .....	4	.....	.....	.....	1
	Jas. Cameron .....	III	1	4 Stanley (South).....	3	.....	.....	.....	1
	Jas. Delgaty .....	II	1	4 Stanley (North).....	9	.....	.....	.....	1
	Jennie Musterd .....	II	1	10 Stanley .....	6	.....	.....	.....	1
	W. H. Johnston .....	II	1	14 Stanley .....	4	.....	.....	.....	1
	M. Botterill .....	II	2	1 Stephen .....	7	.....	.....	.....	1
	R. M. McLennan .....	III	2	16 Stephen .....	4	.....	.....	.....	1
	Peter Gowans .....	II	1	5 Usborne .....	5	.....	.....	.....	1
	D. McDougall .....	II	2	6 Usborne .....	8	.....	.....	.....	1
	J. Elgin Currie .....	III	1	16 Wawanosh .....	3	.....	.....	.....	1
	W. J. Taylor .....	III	1	3 Wawanosh.....	3	.....	.....	.....	1
	J. M. Brown.....	III	1	4 Wawanosh.....	7	.....	.....	.....	1
	M. A. Bailie.....	I	1	17 Wawanosh.....	8	.....	.....	.....	1
	L. Milne .....	II	1	11 Wawanosh.....	4	.....	.....	.....	1

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Kent E .....	A. A. Merritt .....	I	8	Blenheim Town.....	33	1			
	H. H. Kelly, B.A....	II	4	Bothwell Town .....	47	1			
	C. A. Milburn .....	I	4	6 Orford.....	31	1			
	J. G. Cameron .....	II	4	Thamesville Village ..	41	1			
	Milton McCordick ..	II	2	3 and 4 Orford .....	24		1		
	Lydia Broadbent.....	II	2	4 Harwich.....	7			1	
	Margaret Scurrah ..	II	1	8 Camden.....	5			1	
	Flora Campbell.....	II	1	6 Harwich.....	7			1	
	W. J. Fletcher.....	III	1	8 Harwich.....	7			1	
	Margaret Smith.....	III	1	10 Harwich.....	6			1	
	E. S. Stephenson.....	II	1	11 Harwich.....	12			1	
	Dougald Graham.....	III	1	12 Harwich.....	10			1	
	Lizzie Noack.....	II	1	13 Harwich.....	6			1	
	Morley Wilkinson ..	III	1	10 Howard.....	6			1	
	J. C. Black.....	II	1	2 Orford.....	5			1	
	Rosa Lee.....	II	1	7 Orford.....	6			1	
	Richard Smith.....	I	1	9 Orford.....	9			1	
	Sara Armstrong.....	II	1	5 Camden.....	4				1
	Fred Dodson.....	II	1	10 Camden.....	3				1
	Florence Buchan.....	III	1	7 Howard.....	4				1
	Frank Ferguson .....	III	1	12 Howard.....	4				1
	Norma Willson.....	III	1	13 Howard.....	4				1
	Frank White.....	III	1	2 Harwich.....	3				1
	Mary McCully.....	II	1	3 Harwich.....	4				1
	Jas. Newkirk.....	II	1	9 Harwich.....	4				1
	Annie Blue.....	III	1	14 Harwich.....	4				1
	Lila Gregory.....	III	1	16 Harwich.....	4				1
Kent, W .....	E. U. Dickenson, B.A.	I	10	Wallaceburg Town.....	70	1			
	Isabel Duff, B.A....	I		Wallaceburg Town ..					
	G. A. Miller.....	I	8	Dresden .....	45	1			
	Roberta Fox.....	I		Dresden .....					
	I. S. McAllum .....	II	3	Tilbury Village.....	30		1		
	Hattie Hutchinson....	III	1	7 Chatham .....	5			1	
	Gordon Stewart.....	III	1	11 Dover.....	11			1	
	Cassie M. Hill.....	II	1	7 Raleigh.....	5			1	
	Berta Robinson.....	III	1	12 Raleigh.....	7			1	
	E. L. Elliott.....	II	2	U.5 Raleigh .....	10			1	
	Wm. S. Bell.....	II	1	U.6 Raleigh .....	8			1	
	Roger Hutchison.....	III	1	3 S. Tilbury, E.....	6			1	
	Lizzie Wilson.....	II	2	5 E. Tilbury, E.....	7			1	
	Kate B. McDonald....	II	1	1 Romney.....	6			1	
	W. C. Dainty.....	II	4	4 Romney.....	9			1	
	Annie Hutchinson....	III	1	4 Chatham .....	3				1
	Margaret Rowe.....	II	1	6 N. Chatham .....	4				1
	Carrie Rowe.....	II	1	6 S. Chatham .....	5				1
	Jessie Hall.....	II	1	8 Chatham .....	3				1
	Ada Wrong.....	III	1	11 Chatham .....	3				1
	Jennie Richardson....	III	1	18 Chatham .....	3				1
	Mae Quarrie.....	II	1	4 Dover.....	4				1
	Katha Johnston.....	II	1	12 Dover.....	3				1
	Jessie Ferguson.....	II	1	3 U. Raleigh.....	3				1
	J. W. Bennie.....	III	1	2 E. Tilbury E.....	4				1
	Isabel Robertson.....	III	1	3 M. Tilbury E.....	4				1
	Sue M. Lewis.....	III	1	4 Tilbury E.....	4				1
	Carrie Lynch.....	III	1	3 Romney.....	3				1
Lambton, E.....	Libbie Cruickshank..	I	7	Oil Springs Village ..	35	1			
	Ida Norton .....	I		Oil Springs Village...					

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Lambton, E.— <i>Con.</i>	F. Tanton .....	I	6	Alvinston Village .....	32	1			
	Annie Eccles .....	I		Alvinston Village .....					
	Jas. J. Wilson .....	II	2	17 Enniskillen .....	11		1		
	D. H. Harrison .....	II	2	5 Euphemia .....	5			1	
	F. Casselman .....	III	1	8 Warwick .....	4				1
Lambton, W.....	Mary C. Campbell .....	II	1	23 Brooke & Mosa .....	4				1
	J. D. Williamson .....	II	2	18 Moore .....	13		1		
	Maud Brightwell .....	II	1	2 Sarnia .....	5			1	
	Neil McLean .....	II	3	Wyoming Village .....	5			1	
	Christena Gray .....	II	1	9 Moore .....	3				1
	Geo. Cowie .....	II	2	7 Sombra .....	3				1
	Robt. Dodds .....	III	1	17 Sombra .....	3				1
	N. J. Kearney .....	II	2	Thedford Village .....	3				1
	Robt. Beatty .....	II	5	Lanark Village .....	57	1			
	Mima Ellis .....	II	4	4 Pakenham .....	52	1			
Lanark .....	Mrs. E. J. Foley .....	II	2	12 Bathurst .....	4				1
	J. W. Forrester .....	III	2	11 Drummond .....	4				1
	Ida Paul .....	II	2	11 Ramsay .....	3				1
	Anna Walker .....	III	1	U. 7 N. Elmsley .....	3				1
	W. E. Hume .....	I	4	Westport Village .....	20	1			
Leeds & Grenville 1	A. Morton .....	II	3	Newboro Village .....	4				1
	L. Earle .....	II	2	5 S. Crosby .....	3				1
	B. Collinson .....	III	2	6 Bastard .....	3				1
	Wm. Leadbeter .....	III	1	13 Leeds Rr. ....	3				1
Leeds & Grenville 2	Mabel Greer .....	II	2	4 Front of Yonge .....	5			1	
	Geo. E. Scott .....	II	1	22 Kitley .....	5			1	
	Nina Buell .....	I	2	7 Elizabethtown .....	4				1
	Hattie A. Holmes .....	II	1	26 Elizabethtown .....	3				1
	Vina Cauley .....	II	2	11 Kitley .....	3				1
Leeds & Grenville 3	Stanley Weightman .....	I	5	Merrickville Village .....	41	1			
	Geo. Weedmark .....	II	6	Cardinal Village .....	18		1		
	Robt. E. McLaughlin .....	II	2	15 Edwardsburg .....	8			1	
Lennox & Addng'tn	R. H. Hutchison .....	I	3	Bath Village .....	29	1			
	O. Mowat Perry .....	III	2	2 Kaladar .....	5				1
Middlesex E.....	Flora McColl .....	II	1	10 Westminster .....	7			1	
	Edith Stanley .....	II	1	5 Biddulph .....	3				1
	Hughena Elliott .....	II	1	9 & 19 Dorchester .....	4				1
	Minnie S. Molland .....	II	1	7 London .....	6				1
	Lillian Braithwaite .....	III	1	8 London .....	5				1
	Clarence Flint .....	II	1	6 McGillivray .....	5				1
	Minnie Brown .....	II	1	1 W. Nissouri .....	6				1
	Mary Bell .....	II	1	18 & 21 Westminster .....	4				1
	Jno. A. McNaughton .....	II	2	4 N. Dorchester .....	5				1
	Clark C. Warren .....	II	1	17 N. Dorchester .....	7				1
Middlesex W.....	W. G. Robinson .....	II	2	U. 16 Caradoc & Ekfrid .....	22		1		
	C. J. Bradley .....	II	2	15 Caradoc .....	10			1	
	Melvin Payne .....	II	1	10 Lobo .....	6			1	
	Carrie J. Lee .....	II	1	4 Ekfrid .....	5			1	
	Jennie McPherson .....	II	1	13 W. Williams .....	5			1	
	Lewis Payne .....	II	1	11 Caradoc .....	3				1
	Effie McEachren .....	I	1	U. 8 Ekfrid .....	4				1
	Geo. F. Copeland .....	II	1	8 Lobo .....	4				1
	Jas. E. Cowie .....	III	1	U. 9 Lobo .....	3				1
	Edna Stewart .....	II	1	1 E. Williams .....	4				1
	Jessie Blair .....	II	1	U. 7 E. Williams .....	4				1

APPENDIX E.—*Continued.*

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Norfolk .....	Thos. J. Hicks .....	II	2	6 Charlotteville .....	8			1	
	Ida Christmas .....	II	1	W. 19 S. Walsingham ..	7			1	
	L. E. Fierheller .....	II	2	11 Windham .....	9			1	
	J. A. Irwin .....	I	4	Delhi Village .....	14			1	
	Wm. Bowden .....	III	2	19 Townsend .....	7				1
	Miss J. Overbaugh .....	III	1	5 Houghton .....	5				1
	H. A. Marshall .....	II	1	5 Middleton .....	4				1
	Miss M. McCurdy .....	III	1	11 Houghton .....	3				1
	Mary Bain .....	III	1	9 Windham .....	5				1
	E. J. Wethey, B.A. ....	I	4	2 Percy .....	42	1			
Northumberland ..	Arthur A. Mason .....	III	1	22 Cramahe .....	5			1	
	Geo. Sharpe .....	III	1	12 Percy and Seymour ..	3				1
Ontario N. ....	R. J. Johnston .....	II	4	Cannington Village ..	11		1		
	J. Givens .....	II	3	Beaverton Village .....	17		1		
	Wm. Fallowdowne .....	II	3	13 Brock .....	9			1	
	Clarisa Paterson .....	II	1	14 Brock .....	7			1	
	Martha Cameron .....	II	1	2 Mara .....	7			1	
	May Mitchell .....	III	1	8 Mara .....	6			1	
	Minnie Chambers .....	III	1	1 Rama .....	6			1	
	Jessie Walls .....	III	1	8 Scott .....	4				1
	Florence Shain .....	II	2	5 Scott .....	3				1
	Henry Hart .....	II	1	6 Brock .....	6				1
	Ernest Middleton .....	II	1	10 Brock .....	4				1
	Ida Arnott .....	III	1	1 Mara .....	5				1
	Alex. R. McDonald .....	III	1	6 Mara .....	4				1
	W. Flummerfelt .....	II	2	15 Pickering .....	5			1	
Ontario S .....	Fannie Gray .....	II	2	6 E. Whitby .....	4				1
	Arvella Real .....	III	1	11 Reach .....	3				1
Oxford .....	H. E. Ricker .....	I	5	Norwich Village .....	42	1			
	W. J. Dunlop .....	I	4	U. 13 E. Zorra .....	20	1			
	M. A. Aldridge .....	I	3	Embro Village .....	10		1		
	F. Robinson .....	II	3	24 Blenheim .....	10		1		
	P. H. Hendershot .....	II	2	U. 3 N. Norwich .....	10		1		
	M. Alberta Robinson ..	II	3	11 Blenheim .....	14		1		
	C. W. Milburn .....	I	3	U. 21 Blenheim .....	24		1		
	Chas. Garthwaite .....	II	3	6 S. Norwich .....	13		1		
	M. B. Hugill .....	II	2	5 Dereham .....	5			1	
	John M. Scott .....	II	3	U. 21 E. Nissouri .....	5			1	
	H. C. Brannian .....	II	2	12 Dereham .....	5			1	
	L. H. Woodrow .....	III	2	10 E. Zorra .....	6			1	
	E. H. Damude .....	II	3	U. 3 W. Oxford .....	4				1
	Mary E. Ireton .....	II	1	6 E. Nissouri .....	4				1
	Evelyn Augustine .....	II	1	2 N. Oxford .....	4				1
	A. M. Burchell .....	I	4	Bolton Village .....	39	1			
	C. F. Ewers .....	II	2	15 Caledon .....	7			1	
Peel .....	W. E. Wilson .....	II	2	8 Caledon .....	5				1
	Stella L. Gregory .....	I	1	15 Chinguacousy .....	4				1
Perth .....	John A. Westman .....	II	3	Milverton Village .....	25		1		
	Edith A. Oliver .....	III	1	8 Downie .....	4				1
	J. Edgar Christie .....	III	2	4 N. Easthope .....	7				1
	Donald A. Norris .....	II	2	10 Elma .....	7				1
	Samuel Sample .....	II	2	3 Fullarton .....	4				1
	R. Hall Cowie .....	II	2	U. 4 Fullarton .....	5				1
	Harvey Elliott .....	III	1	2 Logan .....	5				1
	Thos. Hutchison .....	II	1	4 Mornington .....	3				1
	Lawrence F. Brogden ..	III	1	8 Mornington .....	3				1
Peterboro .....	Sidney W. E. Hill .....	I	5	Lakefield Village .....	12		1		
	D. L. Somerville .....	II	5	Havelock Village .....	10		1		



## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Peterboro.— <i>Con.</i> ..	Wm. G. Armour....	II	2	4 Otonabee .....	4				1
Prescott & Russell ..	Roy F. Fleming ....	II	3	2 Russell .....	8			1	
	A. May Sparling ....	II	2	2 Cumberland .....	6			1	
	C. M. Rowe .....	II	2	Rockland Village....	10				1
	W. L. Summerby ....	III	2	5 Cumberland .....	3				1
	Evelyn F. Marston....	III	1	1 E. Hawkesbury .....	4				1
Prince Edward ....	Miss H. MacSteven ..	II	2	Wellington Village ..	8			1	
	J. E. Benson .....	II	1	2 Ameliasburgh .....	7				1
	Edgar Adams .....	II	1	6 Ameliasburgh .....	6			1	
	J. M. Roote .....	II	1	11 Ameliasburgh .....	9			1	
	Miss C. Clarke .....	II	1	3 Athol .....	7				1
	F. B. Clarke .....	I	2	7 Hallowell .....	12			1	
	M. Y. Williams ....	III	2	17 Hillier .....	10			1	
	Miss M. Browne .....	II	1	7 Ameliasburgh .....	7				1
	J. K. Osborne .....	III	1	13 Ameliasburgh .....	5				1
	Jas. Hooper .....	III	1	10 S. Marysburgh .....	6				1
	Miss A. E. Collivier ..	III	1	12 Sophiasburgh .....	4				1
Renfrew .....	G. D. Ralston .....	I	4	Eganville Village .....	30	1			
	Walter A. Black .....	II	2	5 Bagot .....	13		1		
	Robt. Robinson .....	II	3	Cobden Village .....	12			1	
	A. A. McQuarrie ....	II	2	7 Westmeath .....	10			1	
	Ida Lacy .....	II	1	3 Admaston .....	5			1	
	Winifred Cull .....	III	1	1 Algona South .....	6				1
	Linnie Donegan .....	III	1	1 Bromley .....	3				1
	Chas. Gorman .....	III	1	3 Bromley .....	4				1
	Thos. Costello .....	Dist.	1	2 Brudenell .....	4				1
	Norman Bothwell .....	III	1	2 McNab .....	3				1
	Mary I. Lett .....	II	1	2 Wilberforce .....	4				1
	Wm. J. O'Dair .....	II	1	4 Ross .....	5				1
Simcoe, E. ....	Miss S. Day .....	III	1	12 Medonte .....	5			1	
	J. A. Gillespie .....	II	4	7 Medonte .....	6			1	
	K. C. Morrison .....	I	2	4 Oro .....	7				1
	Edmond Moon .....	III	2	6 Tay .....	6				1
Simcoe, N. ....	W. A. Spottswood ....	II	4	12 Tay .....	6				1
	Kathryn McKee, B.A.	I	4	Creemore Village .....	18	1			
	Ira E. Clark .....	I	4	5 Flos .....	14			1	
	Matthew Johnstone ..	II	1	3 Sunnidale .....	7			1	
Simcoe, S. W. ....	Thos. Hindle .....	II	2	9 Vespra .....	9				1
	J. A. Speers, B.A. ....	I	7	Alliston Town .....	96	1			
	Nellie Bell .....	II		Alliston Town .....					
	Walter L. Richardson ..	I	6	Stayner Town .....	39	1			
	Dora M. Richardson ..	II		Stayner Town .....					
	Wm. L. Kidd .....	I	4	Beeton Village .....	29	1			
	Albert Mills .....	II		Beeton Village .....					
	Thos. Elliott, M.A. ....	I	4	Tottenham Village....	54	1			
	Magdalene De La-Mater ..	I		Tottenham Village ..					
	George A. Clarke .....	I	4	5 Essa .....	32	1			
	John A. Gibb .....	III		Essa .....					
	J. P. Cowles .....	III	2	7 Essa .....	16		1		
	Herbert E. Johnson ..	II	2	10 W. Gwillimbury .....	11		1		
	Neil A. Christie .....	III	2	3 Nottawasaga .....	15		1		
	Geo. Sutherland .....	II	2	14 Nottawasaga .....	10		1		
	John M. McGuire .....	II	2	10 Essa .....	6			1	
	Bertha Rogerson .....	III	1	3 Innisfil .....	5			1	
	Robert Little .....	II	1	6 Innisfil .....	6			1	
	T. J. Colquette .....	III	2	5 Nottawasaga .....	5			1	
	Thos. Irwin .....	II	1	5 Tossorontio .....	7			1	
	Chas. Deering .....	II	2	10 Innisfil .....	6			1	

APPENDIX E.—*Continued.*

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils,	Class of School.			
						A	B	C	D
Simcoe, S. W.—Con.	Kate O'Hara .....	II	1	4 Adjala.....	3				1
	Jennie Fife .....	II	1	1 Essa .....	3				1
	Robt. Campbell.....	III	1	2 Essa .....	4				1
	Mabel Steele.....	III	1	3 Essa .....	3				1
	Edward C. Ayerst ..	III	1	6 Essa .....	4				1
	Ismay Preston .....	III	1	1 W. Gwillimbury ..	3				1
	Ernest Selby .....	III	1	5 W. Gwillimbury ..	3				1
	Thos. Scott .....	II	1	4 Innisfil .....	4				1
	Chas. Asquith .....	III	1	7 Innisfil .....	3				1
	Annie McCutcheon..	III	1	4 Nottawasaga .....	3				1
	Margaret Millichamp	III	1	19 Nottawasaga .....	3				1
	Nellie Taylor .....	II	1	26 Nottawasaga .....	4				1
	May L. Stewart .....	III	1	2 Tecumseth .....	3				1
	Wm. T. Baker .....	III	1	8 Tecumseth .....	4				1
	Arvella Williams.....	III	1	11 Tecumseth .....	4				1
	A. M. Murday .....	III	1	2 Tossorontio .....	3				1
	Geo. Wilson.....	II	1	5 Tossorontio .....	3				1
	Andrew R. Kidd.....	II	1	8 Tossorontio .....	4				1
	Stormont.....	Jas. Froats.....	I	3	3 Finch .....	18	1		
Edith M. Adams.....		I	3	14 Roxborough .....	13	1			
Gertrude R. Bigelow		I	3	4 Osnabruk .....	14	1			
Willis Sheets .....		II	2	3 Osnabruk .....	18			1	
Margaret M. Robb ..		III	1	15 Osnabruk .....	7			1	
Ethel Skelton .....		III	2	1 Osnabruk .....	6				
Victoria, E.....	Geo. S. Mattice .....	II	1	9 Osnabruk .....	7				1
	Chas. Ramsay .....	I	5	Bobcaygeon Village ..	31	1			
Victoria, W. and S. E. Muskoka.	Lillian McGeough ..	III	1	1 Ops .....	3				1
	H. J. Case .....	I	6	Fenelon Falls Village.	23	1			
	H. J. Scovell, B. A. .	I	12	Bracebridge Town ..	53	1			
	Miss J. M. Robertson	I		Bracebridge Town ..					
	C. H. Lapp .....	II	2	8 Mariposa .....	10			1	
	J. A. McFadyen.....	III	1	5 Eldon .....	5				1
	T. C. Birchard .....	II	2	U. 1 Bexley .....	5				1
	M. Wilson .....	II	2	Woodville Village ..	10				1
	J. Corrigan .....	I	6	Elmira Village.....	10			1	
	J. B. Pomeroy .....	II	2	7 Woolwich .....	6			1	
Waterloo, No. 2 ...	Elsie M. Allan .....	II	1	4 Wilmot .....	5				1
	David Harper .....	II	2	11 Wellesley .....	8				1
Welland .....	Andrew T. Gillespie .	III	1	22 N. Dumfries.....	5				1
	D. W. McKay .....	I	5	Port Colborne Village	22		1		
	C. E. Hansell .....	II	5	Bridgeburg Village...	19		1		
	E. W. Farr .....	II	2	9 Pelham .....	8			1	
Wellington, N.....	F. T. Harry .....	II	3	11 Bertie .....	13			1	
	Grace C. Barron .....	II	2	U. 3 Pelham .....	6			1	
	J. H. Cunningham ..	I	8	Palmerston Town ..	45	1			
	V. W. Rutherford .....	I		Palmerston Town ..					
	J. M. Yoke .....	I	4	Drayton Village .....	33	1			
	Jno. A. Gray .....	II	3	Clifford Village .....	10		1		
	Lizzie C. Hawken .....	II	2	7 Peel .....	7			1	
	J. T. Curtis .....	II	2	2 Peel .....	6			1	
	T. O. McMahon .....	II	2	12 Maryboro' .....	8			1	
	Robt. S. Smith .....	III	1	13 Peel .....	3				1
Wellington, S.....	Ernest L. Fuller .....	I	3	Erin Village .....	26	1			
	I. W. Hutson, M. A. .	I	6	Consolidated School..	14	1			
	W. I. Greenaway .....	II	2	9 Eramosa .....	13		1		
	Sarah Blythe .....	I	2	8 Puslinch .....	13		1		
	W. L. Elvidge .....	II	2	6 W. Garafraxa .....	9			1	
	Jas. Henry .....	II	2	6 Erin .....	4				1
Wentworth.....	W. W. Smith .....	III	2	6 Puslinch .....	5				1
	Charles H. Stuart ..	II	3	5 Ancaster .....	13			1	





## APPENDIX F.—PROCEEDINGS FOR THE YEAR 1905.

## I. REGULATIONS AND CIRCULARS.

## EMPIRE DAY.

*Circular to Inspectors.*

Gentlemen,—This year "Empire Day," the day before "Victoria Day," falls on Tuesday, May 23rd, and I invite your co-operation in having the event duly celebrated in all our schools. See Regulation 11 (2). It is desirable that every suitable means should be adopted to foster among the youth of our country the best national sentiment. The subject is especially important at a time when the British nation is at peace with the world, and when Canada is enjoying a large measure of prosperity due, to a great extent, to the development of our resources and the growth of intellectual and moral aspirations among our people. The principles of patriotism fostered in the minds of our young people should be such as will cause them to have an intelligent knowledge of those forces which have made the British nation what it is to-day. The nation has attained its present proud position because of its spirit of freedom and tolerance, its legal enactments, its regard for truth and righteousness, and the strength it secures from its system of democratic government. The pupils in all our schools should know something of the traditions of the nation, its power as a great civilizing agency, the dangers it has had to surmount, its struggles for freedom, and the main sources of its present world-wide power. The patriotism to be cultivated in our schools should be marked by intelligence, high moral principle, the emphasis placed upon good citizenship, and the recognition of the truths of Christianity.

It might be well to follow some plan like the following in having "Empire Day" duly celebrated:—

In the forenoon part of the time might be occupied by the teacher in taking up as his subject the British Empire, and discussing in a general way its history, its extent and resources, its institutions, its literature, and its distinguished statesmen, authors, etc. The excellence of our responsible form of government, and the privileges which all British subjects enjoy should be brought before the pupils. Some account of the Canadian system of government might be given—Dominion, Provincial, Municipal, Educational, etc. Reference might be made to some of the more prominent Canadians of the past. Any lessons of the kind given should have in view the age and attainments of the pupils.

In the afternoon the exercises, commencing at 2.30, should be such as will be attended by the parents and friends of the children. The programme might embrace patriotic recitations, songs, readings by the pupils, and addresses by trustees, clergymen, and others. During the day the British flag, or Canadian ensign should be hoisted over the school building. With these objects in view I trust you will give the necessary directions to the teachers of schools in your inspectorate in order that "Empire Day" may be duly celebrated in all parts of the Province.

Toronto, April, 1905.



## SUMMER SCHOOLS FOR TEACHERS, 1905.

The Education Department has made arrangements for Summer Schools to be held at the Normal Schools, Toronto, Ottawa and London. The main purpose of the Schools is to give instruction in the following departments:—

*Manual Training,*  
*Household Science,*  
*Nature Study,*  
*Art.*

Classes will be organized so as to enable students (the preference being given to teachers) to take as many as convenient of these departments. Lectures will be given by specialists in the respective subjects. Any further information required will be obtained by students after the classes are organized. No fees will be required, and it may be presumed that the cost of books, etc., will be slight. The schools will be organized at 2 p.m., Monday, July 3rd, when all necessary information will be given. The session will continue for three weeks. Certificates of attendance will be awarded to those students who show satisfactory proficiency.

Persons who desire to avail themselves of the privileges offered should make application at an early date (not to this Department but) to the Principal of the Normal School they purpose attending. No special form of application will be needed. (A Summer School is also announced at the MacDonald Institute, Guelph, for which information may be obtained from the President).

Toronto, April, 1905.

## APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1905.

The apportionment of the Grant to the several municipalities is based upon the latest returns of population for the year 1904 and the division between the Public and Separate Schools on the average attendance of that year as reported by the Inspectors, Public School Boards, and the Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this schedule, through the respective county, city, town, and village treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered "to appropriate out of moneys voted by the Legislature for Public and Separate Schools a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with."

Each County Inspector is therefor authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

Toronto, May, 1905.

*Public School Apportionment to Counties for 1905.*

## 1. COUNTY OF BRANT.

Municipalities.	Apportionment.
Brantford .....	\$577 00
Burford .....	481 00
Dumfries, South .....	294 00
Oakland .....	85 00
Onondaga .....	120 00
Total .....	\$1,557 00

## 2. COUNTY OF BRUCE.

Albemarle .....	\$163 00
Amabel .....	330 00
Arran .....	284 00
Brant .....	469 00
Bruce .....	327 00
Carrick .....	296 00
Culross .....	220 00
Eastnor .....	182 00
Elderslie .....	237 00
Greenock .....	250 00
Huron .....	375 00
Kincardine .....	323 00
Kinloss .....	256 00
Lindsay .....	45 00
St. Edmunds .....	47 00
Saugeen .....	176 00
Total .....	\$3,980 00

## 3. COUNTY OF CARLETON.

Fitzroy .....	\$295 00
Gloucester .....	458 00
Goulbourn .....	291 00
Gower, North .....	222 00
Huntley .....	258 00
March .....	81 00
Marlborough .....	174 00
Nepean .....	487 00
Osgoode .....	458 00
Torbolton .....	114 00
Total .....	\$2,838 00

## 4. COUNTY OF DUFFERIN.

Amaranth .....	\$342 00
Garafraxa, East, .....	221 00
Luther, East .....	202 00
Melancthon .....	395 00
Mono .....	326 00
Mulmur .....	311 00
Total .....	\$1,797 00

## 5. COUNTY OF ELGIN.

Aldborough .....	\$548 00
Bayham .....	447 00
Dorchester, South .....	186 00
Dunwich .....	375 00
Malahide .....	424 00
Southwold .....	411 00
Yarmouth .....	548 00
Total .....	\$2,939 00

## 6. COUNTY OF ESSEX.

Municipalities.	Apportionment.
Anderdon .....	\$183 00
Colchester, North .....	225 00
Colchester, South .....	329 00
Gosfield, North .....	214 00
Gosfield, South .....	266 00
Maidstone .....	219 00
Malden .....	110 00
Mersea .....	479 00
Pelee Island .....	74 00
Rochester .....	48 00
Sandwich, East .....	73 00
Sandwich, West .....	205 00
Sandwich, South .....	132 00
Tilbury, North .....	44 00
Tilbury, West .....	194 00
Total .....	\$2,795 00

## 7. COUNTY OF FRONTENAC.

Barrie .....	\$ 63 00
Bedford .....	152 00
Clarendon and Miller .....	97 00
Hinchinbrooke .....	143 00
Howe Island .....	.....
Kennebec .....	137 00
Kingston .....	291 00
Loughborough .....	186 00
Olden .....	127 00
Oso .....	130 00
Palmerston and N. and S.	.....
Canonto .....	114 00
Pittsburg .....	254 00
Portland .....	232 00
Storrington .....	212 00
Wolfe Island .....	96 00
Total .....	\$2,234 00

## 8. COUNTY OF GREY.

Artemesia .....	\$382 00
Bentinck .....	374 00
Collingwood .....	384 00
Derby .....	207 00
Egremont .....	375 00
Euphrasia .....	343 00
Glenelg .....	264 00
Holland .....	281 00
Keppel .....	427 00
Normanby .....	412 00
Osprey .....	389 00
Proton .....	356 00
Sarawak .....	172 00
St. Vincent .....	333 00
Sullivan .....	359 00
Sydenham .....	383 00

Total ..... \$5,441 00

## 9. COUNTY OF HALDIMAND.

Municipalities.	Apportionment.
Canborough .....	\$109 00
Cayuga, North .....	82 00
Cayuga, South .....	89 00
Dunn .....	95 00
Moulton .....	206 00
Oneida .....	162 00
Rainham .....	199 00
Seneca .....	190 00
Sherbrooke .....	42 00
Walpole .....	453 00
<b>Total .....</b>	<b>\$1,727 00</b>

## 10. COUNTY OF HALIBURTON.

Anson and Hindon .....	\$33 00
Cardiff .....	73 00
Dudlev, Dysart, Harcourt, Harburn, Guilford .....	117 00
Glamorgan .....	56 00
Livingstone .....	5 00
Lutterworth .....	52 00
McClintock .....	6 00
Minden .....	137 00
Monmouth .....	64 00
Nightingale .....	1 00
Sherbourne .....	33 00
Snowdon .....	84 00
Stanhope .....	55 00
<b>Total .....</b>	<b>\$716 00</b>

## 11. COUNTY OF HALTON.

Esquensing .....	\$394 00
Nassagaweya .....	249 00
Nelson .....	310 00
Trafalgar .....	396 00
<b>Total .....</b>	<b>\$1,349 00</b>

## 12. COUNTY OF HASTINGS.

Carlow .....	\$86 00
Dungannon .....	99 00
Elzevir and Grimsthorpe .....	161 00
Faraday .....	51 00
Hungerford .....	416 00
Huntingdon .....	277 00
McClure, Wicklow and Bangor .....	116 00
Herschell and Monteagle .....	202 00
Madoc .....	368 00
Marmora and Lake .....	173 00
Mayo .....	59 00
Rawdon .....	362 00
Sidney .....	461 00
Thurlow .....	410 00
Tudor and Cashel .....	104 00
Limerick .....	62 00
Wollaston .....	94 00
Tyendinaga .....	333 00
<b>Total .....</b>	<b>\$3,834 00</b>

## 13. COUNTY OF HURON.

Municipalities.	Apportionment.
Ashfield .....	\$295 00
Colborne .....	201 00
Goderich .....	270 00
Grey .....	382 00
Hay .....	375 00
Howick .....	440 00
Hullett .....	309 00
McKillop .....	252 00
Morris .....	277 00
Stanley .....	222 00
Stephen .....	432 00
Tuckersmith .....	261 00
Turnberry .....	238 00
Usborne .....	258 00
Wawanosh, East .....	215 00
Wawanosh, West .....	224 00
<b>Total .....</b>	<b>\$4,651 00</b>

## 14. COUNTY OF KENT.

Camden .....	\$280 00
Chatham .....	569 00
Dover .....	395 00
Harwich .....	539 00
Howard .....	324 00
Orford .....	323 00
Raleigh .....	483 00
Romney .....	221 00
Tilbury, East .....	356 00
Zone .....	128 00
<b>Total .....</b>	<b>\$3,618 00</b>

## 15. COUNTY OF LAMBTON.

Bosanquet .....	\$330 00
Brooke .....	351 00
Dawn .....	409 00
Enniskillen .....	515 00
Euphemia .....	244 00
Moore .....	504 00
Plympton .....	402 00
Sarnia .....	229 00
Sombra .....	396 00
Warwick .....	348 00
<b>Total .....</b>	<b>\$3,728 00</b>

## 16. COUNTY OF LANARK.

Bathurst .....	\$265 00
Beckwith .....	193 00
Burgess, North .....	37 00
Dalhousie and Sherbrooke, North .....	193 00
Darling .....	79 00
Drummond .....	227 00
Elmsley, North .....	105 00
Lanark .....	200 00
Lavant .....	62 00
Montague .....	227 00
Pakenham .....	236 00
Ramsay .....	250 00
Sherbrooke, South .....	97 00
<b>Total .....</b>	<b>\$2,171 00</b>



## 17. COUNTY OF LEEDS.

Municipalities.	Apportionment.
Bastard and Burgess, South...	\$316 00
Crosby, North .....	122 00
Crosby, South .....	166 00
Elizabethtown .....	459 00
Elmsley, South .....	84 00
Kitley .....	224 00
Leeds and Lansdowne, Front...	315 00
Leeds and Lansdowne, Rear ...	254 00
Yonge and Escott, Rear .....	139 00
Yonge, Front, and Escott .....	274 00
Total .....	\$2,353 00

## 17. (a) COUNTY OF GRENVILLE.

Augusta .....	\$425 00
Edwardsburg .....	404 00
Gower, South .....	90 00
Oxford, Rideau.....	303 00
Wolford .....	183 00
Total .....	\$1,405 00

18. COUNTY OF LENNOX AND AD-  
DINGTON.

Adolphustown .....	\$63 00
Amherst Island .....	91 00
Anglesea, Effingham and Kal- adar .....	155 00
Camden, East .....	478 00
Denbigh Abinger and Ashley...	125 00
Ernestown .....	250 00
Fredericksburgh, North .....	170 00
Fredericksburgh, South .....	107 00
Richmond .....	264 00
Sheffield .....	213 00
Total .....	\$1,916 00

## 19. COUNTY OF LINCOLN.

Caistor .....	\$193 00
Clinton .....	218 00
Gainsborough (including \$84 arrears) .....	333 00
Grantham .....	224 00
Grimsby, North .....	141 00
Grimsby, South .....	155 00
Louth .....	173 00
Niagara .....	202 00
Total .....	\$1,639 00

## 20. COUNTY OF MIDDLESEX.

Adelaide .....	\$224 00
Biddulph .....	187 00
Caradoc .....	423 00
Delaware .....	176 00
Dorchester, North.....	410 00
Ekfrid .....	295 00
Lobo .....	305 00
London .....	944 00
McGillivray .....	318 00
Metcalfe .....	177 00
Mosa .....	242 00
Nissouri, West .....	312 00
Westminster .....	522 00
Williams, East .....	153 00
Williams, West .....	152 00
Total .....	\$4,840 00

## 21. COUNTY OF NORFOLK.

Municipalities.	Apportionment.
Charlottetown .....	\$353 00
Houghton .....	224 00
Middleton .....	298 00
Townsend .....	445 00
Walsingham, North .....	239 00
Walsingham, South .....	224 00
Windham .....	349 00
Woodhouse .....	232 00
Total .....	\$2,364 00

## 22. COUNTY OF NORTHUMBERLAND.

Alnwick .....	\$112 00
Brighton .....	260 00
Cramahe .....	273 00
Haldimand .....	400 00
Hamilton .....	435 00
Monaghan, South .....	108 00
Murray .....	311 00
Percy .....	301 00
Seymour .....	330 00
Total .....	\$2,530 00

## 22. (a) COUNTY OF DURHAM.

Cartwright .....	\$207 00
Cavan .....	290 00
Clarke .....	423 00
Darlington .....	449 00
Hope .....	346 00
Manvers .....	302 00
Total .....	\$2,017 00

## 23. COUNTY OF ONTARIO.

Brock .....	\$398 00
Mara .....	308 00
Pickering .....	599 00
Rama .....	149 00
Reach .....	388 00
Scott .....	247 00
Seugog Island.....	58 00
Thorah .....	144 00
Uxbridge .....	302 00
Whitby, East .....	310 00
Whitby .....	248 00
Total .....	\$3,151 00

## 24. COUNTY OF OXFORD.

Blandford .....	\$188 00
Blenheim .....	491 00
Dereham .....	426 00
Nissouri, East .....	300 00
Norwich, North .....	246 00
Norwich, South .....	256 00
Oxford, North .....	142 00
Oxford, East .....	240 00
Oxford, West .....	237 00
Zorra, East .....	426 00
Zorra, West .....	288 00
Total .....	\$3,240 00



## 25. COUNTY OF PEEL.

Municipalities.	Apportionment.
Albion .....	\$257 00
Caledon .....	454 00
Chinguacousy .....	442 00
Gore of Toronto .....	91 00
Toronto .....	592 00
Total .....	\$1,836 00

## 26. COUNTY OF PERTH.

Blanchard .....	\$279 00
Downie .....	282 00
Easthope, North .....	253 00
Easthope, South .....	232 00
Ellice .....	270 00
Elma .....	444 00
Fullarton .....	254 00
Hibbert .....	179 00
Logan .....	318 00
Mornington .....	325 00
Wallace .....	321 00
Total .....	\$3,157 00

## 27. COUNTY OF PETERBOROUGH.

Anstruther .....	\$33 00
Asphodel .....	191 00
Belmont .....	215 00
Burleigh .....	41 00
Cavendish .....	16 00
Chandos .....	94 00
Douro .....	197 00
Dummer .....	213 00
Ennismore .....	95 00
Galway .....	109 00
Harvey .....	117 00
Methuen .....	29 00
Monaghan, North .....	105 00
Otonabee .....	376 00
Smith .....	319 00
Total .....	\$2,150 00

## 28. COUNTY OF PRESCOTT.

Alfred .....	\$36 00
Caledonia .....	108 00
Hawkesbury, East .....	265 00
Hawkesbury, West .....	174 00
Longueuil .....	58 00
Plantagenet, North .....	309 00
Plantagenet, South .....	167 00
Total .....	\$1,117 00

## 28. (a) COUNTY OF RUSSELL.

Cambridge .....	\$151 00
Clarence .....	120 00
Cumberland .....	322 00
Russell .....	124 00
Total .....	\$717 00

## 29. COUNTY OF PRINCE EDWARD.

Municipalities.	Apportionment.
Ameliasburg .....	\$331 00
Athol .....	117 00
Hallowell .....	326 00
Hillier .....	164 00
Marysburg, North .....	117 00
Marysburg, South .....	146 00
Sophiasburg .....	202 00
Total .....	\$1,403 00

## 30. COUNTY OF RENFREW.

Admaston .....	\$246 00
Alguna, South .....	113 00
Alice and Fraser .....	243 00
Bagot and Blythfield .....	185 00
Brougham .....	62 00
Bromley .....	146 00
Brudenell and Lyndoch .....	158 00
Grattan .....	217 00
Griffith and Matawatchan .....	47 00
Hagarty, Jones, Sherwood, Richards and Burns .....	226 00
Head, Clara and Maria .....	46 00
Horton .....	165 00
McNab .....	434 00
Pembroke .....	101 00
Petewawa .....	128 00
Radeliffe .....	43 00
Raglan .....	91 00
Rolph, Wylie, McKay, Buchanan .....	123 00
Ross .....	230 00
Sebastopol .....	79 00
Stafford .....	105 00
Westmeath .....	365 00
Wilberforce and Algona, North .....	284 00
Total .....	\$3,837 00

## 31. COUNTY OF SIMCOE.

Adjala .....	\$195 00
Essa .....	480 00
Flos .....	420 00
Gwillimbury, West .....	261 00
Innisfil .....	416 00
Matchedash .....	59 00
Medonte .....	461 00
Nottawasaga .....	553 00
Orillia .....	440 00
Oro .....	452 00
Sunnidale .....	265 00
Tay .....	640 00
Tiny .....	379 00
Tecumseth .....	361 00
Tossorontio .....	192 00
Vespra .....	308 00
Total .....	\$5,882 00

## 32. COUNTY OF STORMONT.

Cornwall .....	\$596 00
Finch .....	384 00
Osnaburck .....	564 00
Roxborough .....	390 00
Total .....	\$1,934 00

## 32. (a) COUNTY OF DUNDAS.

Municipalities.	Apportionment.
Matilda .....	\$401 00
Fountain .....	350 00
Williamsburg .....	436 00
Vinchester .....	401 00
Total .....	\$1,588 00

## 32. (b) COUNTY OF GLENGARRY.

Charlottenburg .....	\$532 00
Kenyon .....	462 00
Lancaster .....	411 00
Lochiel .....	425 00
Total .....	\$1,830 00

## 33. COUNTY OF VICTORIA.

Bexley .....	\$103 00
Garden .....	82 00
Dalton .....	63 00
Eldon .....	331 00
Emily .....	242 00
Fenelon .....	267 00
Laxton, Digby and Longford .....	87 00
Mariposa .....	455 00
Ops .....	263 00
Somerville .....	218 00
Verulam .....	219 00
Total .....	\$2,330 00

## 34. COUNTY OF WATERLOO.

Dumfries, North .....	\$225 00
Waterloo .....	720 00
Wellesley .....	433 00
Wilnot .....	519 00
Woolwich .....	462 00
Total .....	\$2,359 00

## 35. COUNTY OF WELLAND.

Bertie .....	\$384 00
Crowland .....	117 00
Humberstone .....	309 00
Pelham .....	293 00
Stamford .....	214 00
Thorold .....	207 00
Wainfleet .....	309 00
Willoughby .....	104 00
Total .....	\$1,937 00

## 36. COUNTY OF WELLINGTON.

Municipalities.	Apportionment.
Arthur .....	\$260 00
Eramosa .....	290 00
Erin .....	363 00
Garafraxa, West .....	252 00
Guelph .....	264 00
Luther, West .....	237 00
Maryborough .....	337 00
Minto .....	335 00
Nichol .....	178 00
Peel .....	379 00
Pilkington .....	150 00
Puslinch .....	340 00
Total .....	\$3,385 00

## 37. COUNTY OF WENTWORTH.

Ancaster .....	\$429 00
Barton .....	441 00
Beverly .....	456 00
Binbrook .....	142 00
Flamborough, East .....	291 00
Flamborough, West .....	341 00
Glanford .....	174 00
Saltfleet .....	401 00
Total .....	\$2,675 00

## 38. COUNTY OF YORK.

Etobicoke .....	\$479 00
Georgina .....	193 00
Gwillimbury, East .....	398 00
Gwillimbury, North .....	177 00
King .....	562 00
Markham .....	589 00
Scarborough .....	428 00
Vaughan .....	502 00
Whitechurch .....	388 00
York .....	1,377 00
Total .....	\$5,093 00

## 39. DISTRICTS.

Algoma, Manitoulin, Muskoka, Nipissing, Parry Sound, Rainy River, and Thunder Bay, including rural public and separate schools, but not any town or village named in this list .....	\$45,000 00
Total .....	\$45,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1905,  
PAYABLE THROUGH THIS DEPARTMENT.

School Sections.	Apportionment.
Adjala .....	10 \$26 00
Alfred .....	3 21 00
" .....	6 21 00
" 7 (with 8, Plantagenet South) .....	9 00
" .....	7 26 00
" .....	8 50 00
" .....	9 26 00
" .....	10 79 00

School Sections.	Apportionment.
Alfred .....	11 20 00
" .....	12 24 00
" .....	13 19 00
" .....	14 14 00
" .....	15 24 00
Admaston .....	4 15 00
Anderdon, 2, 5 and 8 (with 6 and 9 Sandwich W.) .....	29 00
" .....	3 and 4 17 00

School Sections.	Apportionment
Arthur .....	6 27 00
" .....	10 32 00
Ashfield .....	2 54 00
Asphodel .....	4 21 00
Augusta .....	15 16 00
Balfour, 1 with 1 Rayside (Dis- trict of Algoma).....	.....
Balfour, 2 (District of Algoma) .....	.....
Biddulph .....	3 8 00
" .....	4 31 00
" .....	6 19 00
" 9 (with 1 McGillivray) .....	11 00
Bonfield, 1A, 1B, 2 4 (District Nipissing) .....	.....
Brant (with 3 Greenock) .....	2 13 00
Brighton .....	1 (15) 15 00
Bromley .....	4 14 00
" .....	6 28 00
" .....	7 47 00
Brougham .....	1 7 00
Burgess, North .....	2 34 00
" .....	4 13 00
" .....	6 11 00
Caledonia .....	3, 4 and 10 14 00
" 6 (with 7 Plantagenet S.) .....	14 00
" .....	10 18 00
" .....	12 29 00
" .....	13 15 00
Cambridge .....	3 24 00
" .....	4 25 00
" .....	5 27 00
" .....	6 and 7 42 00
" .....	6 19 00
" .....	14P 19 00
Carrick .....	1 27 00
" (with 1 Culross)....	1 56 00
" .....	2 21 00
" (with 2 Culross)....	2 13 00
" .....	4 31 00
" .....	14 105 00
Charlottenburg .....	15 47 00
Chisholm and Boulter ...	1 (Nipissing)
Chisholm .....	2 (Nipissing)
Clarence .....	3 22 00
" .....	5 82 00
" .....	6 59 00
" .....	8 36 00
" .....	11 27 00
" .....	12 17 00
" .....	13 8 00
" .....	14 21 00
" .....	16 21 00
" .....	17 24 00
" .....	18 17 00
" .....	19 19 00
" .....	20 15 00
" .....	21 27 00
Cornwall .....	1 16 00
" .....	16 62 00
" .....	17 18 00
Crosby, North .....	7 3 00
Culross (with 1 Carrick)...	1 68 00
" (with 2 Carrick)....	2 16 00
Cumberland .....	10 7 00
" .....	11 15 00
" .....	13 18 00
" .....	14 26 00

School Sections.	Apportionment
Dilke, 6 (District of Algoma) .....	.....
Downie .....	9 36 00
Dover .....	3 57 00
" .....	7 29 00
" .....	9 28
Dunnett and Rutter, 1 (District of Nipissing) .....	.....
Edwardsburg .....	2 5 00
Ellice .....	1 12 00
" .....	6 29 00
" .....	7 18 00
Ferris, 2 (District of Nipissing) .....	.....
" 3, .....	.....
" 4, .....	.....
Finch .....	5 58 00
Gibbons, 1 (District of Nipissing).....	.....
Grant, 1 (District of Nipissing) .....	.....
Greenock, 3 (with 2 Brant) ...	67 00
Glenelg .....	5 18 00
" .....	7 24 00
Gloucester, 1 (with 3 Osgoode) .....	9 00
" .....	4, 5 and 12 7 00
" .....	14 28 00
" .....	15 71 00
" .....	17 16 00
" .....	20 16 00
" .....	22 8 00
" .....	25 96 00
" .....	26 21 00
Griffith, etc. ....	3 15 00
Hagarty .....	4 40 00
" .....	12 48 00
Haldimand .....	2 28 00
" .....	14 12 00
Harwich .....	9 26 00
Hawkesbury, East .....	2 63 00
" .....	4 17 00
" .....	6 14 00
" .....	7 99 00
" .....	10 50 00
" .....	11 30 00
" .....	12 12 00
" .....	15 25 00
" .....	16 13 00
" .....	19 (to be ap- portioned).
Hay .....	1 13 00
" .....	11 24 00
Hibbert (1) .....	3 25 00
" 2 (with McKillop and Logan) .....	43 00
" 3 (with McKillop, etc.) .....	3 00
Howe Island .....	1 10 00
" .....	2 17 00
" .....	3 14 00
Holland, etc. ....	3 11 00
Hullett .....	2 18 00
Hungerford .....	14 (to be ap- portioned).
Keewatin, 1 (District of Algoma) .....	.....
Kenyon .....	12 9 00
Kingston .....	8 23 00
Lancaster .....	14 38 00
Lochiel .....	11 26 00
" .....	12A 27 00
" .....	12B 70 00
Logan (re 6 Ellice) .....	3 00

School Sections.	Apportionment.	
Longueuil, West .....	2	21 00
“ .....	4A	23 00
“ .....	7	18 00
Loughboro’ .....	2	9 00
“ .....	10	11 00
Maidstone .....	1	43 00
“ .....	2	25 00
“ 4 (with 2 Rochester) ...		22 00
“ 8 (with 5 Sandwich S) ...		26 00
Malden .....	3A	34 00
“ .....	3B	24 00
Mara .....	3	55 00
March .....	3	49 00
Marmora and Lake .....	1	15 00
Matawatchesan .....	3	29 00
Moore .....	3, 4 and 5	11 00
Mornington .....	4	31 00
McGillivray, 1 (with 9 Biddulph) ..	9	00
McKillop .....	1	24 00
“ 3 (with Hibbert) ...		7 00
“ (2 Hibbert, etc.) ...		13 00
McPherson and Kirkpatrick, 1 (District Nipissing).		
Nepean .....	7	26 00
“ .....	15	86 00
Nichol .....	1	15 00
Normanby .....	5	11 00
“ .....	10	14 00
Osgoode .....	1	14 00
“ .....	2 (15)	12 00
“ 3 (with 1 Gloucester) ...		11 00
Papineau, 1 (Dist. of Nipissing).		
“ 2 .....		
“ 2B .....		
Peel .....	8	22 00
“ .....	12	15 00
Percy .....	5	12 00
“ 12 (with 12 Seymour) ...		8 00
Plantagenet, North .....	4	24 00
“ .....	7	18 00
“ .....	8	57 00
“ .....	9	27 00
“ .....	12	14 00
Plantagenet, South .....	4	50 00
“ .....	7	41 00
“ .....	7 (with 6	
“ Caledonia) .....		14 00
Plantagenet, South .....	8	19 00
“ .....	8 (with 7 Alfred)	7 00
“ .....	11	36 00
“ .....	12 (to be ap-	
portioned).		
Portland .....	11	20 00
Proton .....	6	19 00
Raleigh .....	4	9 00
“ .....	5	26 00
“ .....	6	16 00
Rayside, 1 (with 1 Balfour) Algoma ...		
Richmond .....	10 and 17	13 00
Rochester, 2 (with 4 Maidstone) ...		23 00
“ .....	3	67 00
“ .....	6	62 00
“ .....	7	42 00
“ .....	9 and 14	35 00
“ 10 (with 11 Tilbury, N.) ...		11 00
Roxboro’ .....	12	72 00
“ .....	16	25 00

School Sections.	Apportionment.	
Russell, 1 (with 12 Winchester) ..	10	00
“ .....	4	18 00
“ .....	6	92 00
“ .....	7	20 00
“ .....	8	32 00
“ .....	13	21 00
“ .....	14	21 00
Sandwich, East .....	1	123 00
“ .....	2	18 00
“ .....	3	19 00
“ .....	4	86 00
Sandwich, West .....	1	46 00
“ .....	4	23 00
“ 6 and 9 (with 2, 5, 8, Anderdon) .....		25 00
Sandwich, South, 5 (with 8 Maid- stone) .....		25 00
Sandwich, South .....	7	29 00
Seymour, 12 (with 12 Percy) ...		11 00
Sheffield .....	5	26 00
Sherwood .....	6	52 00
Sombra .....	5	17 00
Stafford .....	2	26 00
Stephen .....	6	38 00
Springer, 1 (Dist. of Nipissing) .....		
“ 2 .....		
“ 3 .....		
“ 5 .....		
Stanley .....	1	22 00
Sydenham .....	7	6 00
Tilbury, North .....	1	75 00
“ .....	2	32 00
“ .....	6	30 00
“ .....	7	34 00
“ 11 (with 10 Rochester) ..		22 00
Tilbury, West .....	11	23 00
Tilbury, East .....	1	11 00
“ .....	3	15 00
Tiny .....	2	102 00
Toronto Gore .....	6	7 00
Tyendinaga .....	18	13 00
“ .....	20	17 00
“ .....	24	23 00
“ .....	28	12 00
“ .....	30	15 00
Vespra .....	7	4 00
Waterloo .....	13	65 00
Wawanosh, West .....	1	18 00
Wellesley .....	5	18 00
“ .....	9 and 10	29 00
“ .....	11	75 00
“ .....	12	3 00
“ .....	13	9 00
Westminster .....		
Widdifield, 2 (Dist. of Nipissing) .....		
Williams, West .....	10	14 00
Wilmot .....	15½	54 00
Winchester 12 (with 1 Russell) ..		15 00
Windham .....	8	55 00
Wolfe Island .....	1	9 00
“ .....	2	13 00
“ .....	4	34 00
“ .....	7	12 00
Woolwich .....	10	32 00
Yonge and Escott Rear ...	4	10 00
York .....	1	38 00



## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1905.

CITIES.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Belleville .....	775 00	232 00	1,007 00
Brantford .....	2,087 00	253 00	2,340 00
Chatham .....	940 00	211 00	1,151 00
Guelph .....	1,190 00	278 00	1,468 00
Hamilton .....	5,772 00	1,135 00	6,907 00
Kingston .....	1,742 00	471 00	2,213 00
London .....	4,364 00	645 00	5,009 00
Niagara Falls .....	739 00	108 00	847 00
Ottawa .....	3,664 00	3,924 00	7,588 00
St. Catharines .....	1,041 00	265 00	1,306 00
St. Thomas .....	1,277 00	167 00	1,444 00
Stratford .....	1,211 00	258 00	1,469 00
Toronto .....	23,293 00	3,870 00	27,163 00
Windsor .....	1,159 00	501 00	1,660 00
Woodstock .....	1,065 00	66 00	1,131 00
Total .....	50,319 00	12,384 00	62,703 00
TOWNS.			
Alexandria .....	62 00	201 00	263 00
Alliston .....	156 00	.....	156 00
Almonte .....	262 00	87 00	349 00
Amherstburg .....	123 00	139 00	262 00
Arnprior .....	277 00	166 00	443 00
Aurora .....	203 00	.....	203 00
Aylmer .....	255 00	.....	255 00
Barrie .....	669 00	107 00	776 00
Berlin .....	992 00	310 00	1,302 00
Blenheim .....	182 00	.....	182 00
Bothwell .....	97 00	.....	97 00
Bowmanville .....	340 00	.....	340 00
Bracebridge .....	345 00	.....	345 00
Brampton .....	355 00	.....	355 00
Brockville .....	885 00	255 00	1,140 00
Bruce Mines .....	98 00	.....	98 00
Cache Bay .....	75 00	.....	75 00
Carleton Place .....	490 00	.....	490 00
Clinton .....	272 00	.....	272 00
Cobourg .....	368 00	142 00	510 00
Collingwood .....	821 00	.....	821 00
Copper Cliff .....	266 00	.....	266 00
Cornwall .....	303 00	399 00	702 00
Deseronto .....	418 00	.....	418 00
Dresden .....	222 00	.....	222 00
Dundas .....	343 00	72 00	415 00
Dunnville .....	264 00	.....	264 00
Durham .....	211 00	.....	211 00
East Toronto .....	377 00	.....	377 00
Essex .....	172 00	.....	172 00
Forest .....	192 00	.....	192 00
Fort Frances .....	101 00	7 00	108 00
Fort William .....	594 00	185 00	779 00
Galt .....	954 00	61 00	1,015 00
Gananoque .....	460 00	.....	460 00
Goderich .....	423 00	61 00	484 00
Gore Bay .....	87 00	.....	87 00
Gravenhurst .....	269 00	.....	269 00
Hanover .....	232 00	.....	232 00
Haileybury .....	60 00	.....	60 00

APPORTIONMENT TO CITIES, TOWNS, and VILLAGES, 1905.—Continued.

TOWNS.—Continued.	Public Schools.	Separate Schools.	Totals.
	\$ c.	\$ c.	\$ c.
Harriston .....	210 00	.....	210 00
Hawkesbury .....	64 00	490 00	554 00
Hespeler .....	273 00	.....	273 00
Huntsville .....	265 00	.....	265 00
Ingersoll .....	529 00	53 00	582 00
Kincardine .....	294 00	.....	294 00
Kingsville .....	194 00	.....	194 00
Leamington .....	316 00	.....	316 00
Lindsay .....	638 00	214 00	852 00
Listowel .....	291 00	.....	291 00
Little Current .....	120 00	(in town gt.)	120 00
Massey .....	70 00	.....	70 00
Mattawa .....	25 00	150 00	175 00
Meaford .....	276 00	.....	276 00
Midland .....	459 00	.....	459 00
Mitchell .....	229 00	.....	229 00
Milton .....	174 00	.....	174 00
Mount Forest .....	268 00	.....	268 00
Napanee .....	345 00	.....	345 00
New Liskeard .....	144 00	.....	144 00
Newmarket .....	261 00	29 00	290 00
Niagara .....	177 00	.....	177 00
North Bay .....	271 00	165 00	436 00
North Toronto .....	245 00	.....	245 00
Oakville .....	189 00	20 00	209 00
Orangeville .....	291 00	.....	291 00
Orillia .....	488 00	134 00	622 00
Oshawa .....	518 00	54 00	572 00
Owen Sound .....	1,099 00	67 00	1,166 00
Palmerston .....	222 00	.....	222 00
Parkhill .....	137 00	31 00	168 00
Paris .....	380 00	41 00	421 00
Parry Sound .....	332 00	.....	332 00
Pembroke .....	357 00	293 00	650 00
Penetanguishene .....	324 00	.....	324 00
Perth .....	299 00	142 00	441 00
Peterborough .....	1,192 00	509 00	1,701 00
Petrolea .....	456 00	.....	456 00
Pictou .....	381 00	33 00	414 00
Port Arthur .....	569 00	172 00	741 00
Port Hope .....	498 00	.....	498 00
Prescott .....	259 00	117 00	376 00
Preston .....	243 00	58 00	301 00
Rainy River .....	171 00	69 00	240 00
Rat Portage .....	440 00	110 00	550 00
Renfrew .....	235 00	156 00	391 00
Ridgetown .....	279 00	.....	279 00
Sandwich .....	98 00	140 00	238 00
Sarnia .....	900 00	160 00	1,060 00
Sault Ste. Marie .....	734 00	126 00	860 00
Seaforth .....	211 00	51 00	262 00
Simcoe .....	369 00	.....	369 00
Smith's Falls .....	625 00	.....	625 00
Stayner .....	138 00	.....	138 00
Steelton .....	126 00	79 00	205 00
Sturgeon Falls .....	103 00	153 00	256 00
St. Mary's .....	368 00	46 00	414 00
Strathroy .....	368 00	.....	368 00
Sudbury .....	115 00	146 00	261 00
Thessalon .....	138 00	.....	138 00

APPORTIONMENT TO CITIES, TOWNS and VILLAGES, 1905.—*Continued.*

TOWNS.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Thornbury .....	102 00	.....	102 00
Thorold .....	175 00	71 00	246 00
Tillsonburg .....	253 00	.....	253 00
Toronto Junction .....	920 00	.....	920 00
Trenton .....	326 00	110 00	436 00
Uxbridge .....	188 00	.....	188 00
Vankleek Hill .....	89 00	113 00	202 00
Walkerton .....	261 00	114 00	375 00
Walkerville .....	274 00	(in town gt.)	274 00
Wallaceburg .....	309 00	58 00	367 00
Waterloo .....	373 00	83 00	456 00
Welland .....	211 00	.....	211 00
Whitby .....	248 00	32 00	280 00
Warton .....	314 00	.....	314 00
Wingham .....	265 00	.....	265 00
Total .....	\$37,373 00	\$6,781 00	\$44,154 00
INCORPORATED VILLAGES.			
Acton .....	178 00	.....	178 00
Ailsa Craig .....	84 00	.....	84 00
Alvinston .....	95 00	.....	95 00
Arkona .....	69 00	.....	69 00
Arthur .....	83 00	64 00	147 00
Athens .....	107 00	.....	107 00
Ayr .....	104 00	.....	104 00
Bancroft .....	90 00	.....	90 00
Bath .....	44 00	.....	44 00
Bayfield .....	62 00	.....	62 00
Beamsville .....	92 00	.....	92 00
Beaverton .....	102 00	.....	102 00
Beeton .....	85 00	.....	85 00
Belle River .....	.....	65 00	65 00
Blyth .....	105 00	.....	105 00
Bobcaygeon .....	109 00	.....	109 00
Bolton .....	77 00	.....	77 00
Bradford .....	114 00	.....	114 00
Bridgeburg .....	158 00	.....	158 00
Brighton .....	164 00	.....	164 00
Brussels .....	147 00	.....	147 00
Burk's Falls .....	93 00	.....	93 00
Burlington .....	146 00	.....	146 00
Caledonia .....	96 00	.....	96 00
Campbellford .....	299 00	.....	299 00
Cannington .....	124 00	.....	124 00
Cardinal .....	142 00	.....	142 00
Casselman .....	20 00	92 00	112 00
Cayuga .....	106 00	.....	106 00
Chatsworth .....	42 00	.....	42 00
Chesley .....	209 00	.....	209 00
Chesterville .....	83 00	30 00	113 00
Chippawa .....	85 00	.....	85 00
Clifford .....	69 00	.....	69 00
Cobden .....	97 00	.....	97 00
Colborne .....	119 00	.....	119 00
Creemore .....	80 00	.....	80 00
Delhi .....	94 00	.....	94 00
Drayton .....	96 00	.....	96 00

APPORTIONMENT TO CITIES, TOWNS and VILLAGES, 1905.—*Continued.*

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Dundalk.....	97 00		97 00
Dutton.....	105 00		105 00
Eganville.....	69 00	59 00	128 00
Elmira.....	165 00		165 00
Elora.....	126 00	21 00	147 00
Embro.....	71 00		71 00
Erin.....	60 00		60 00
Exeter.....	194 00		194 00
Fenelon Falls.....	142 00		142 00
Fergus.....	176 00	9 00	185 00
Fort Erie.....	101 00		101 00
Garden Island.....	29 00		29 00
Georgetown.....	157 00		157 00
Glencoe.....	102 00		102 00
Grand Valley.....	96 00		96 00
Grimsby.....	110 00		110 00
Hagersville.....	112 00		112 00
Hastings.....	53 00	42 00	95 00
Havelock.....	119 00		119 00
Hensall.....	95 00		95 00
Hintonburg.....	152 00	182 00	334 00
Holland Landing.....	48 00		48 00
Iroquois.....	122 00		122 00
Kemptville.....	146 00		146 00
Lakefield.....	141 00		141 00
Lanark.....	101 00		101 00
Lancaster.....	63 00		63 00
L'Orignal.....	111 00	33 00	144 00
Lucan.....	97 00		97 00
Lucknow.....	119 00		119 00
Madoc.....	142 00		142 00
Markdale.....	118 00		118 00
Markham.....	127 00		127 00
Marmora.....	96 00		96 00
Maxville.....	100 00		100 00
Merrickville.....	114 00		114 00
Merrittton.....	153 00	43 00	196 00
Millbrook.....	104 00		104 00
Milverton.....	84 00		84 00
Morrisburg.....	182 00		182 00
Newboro'.....	52 00		52 00
Newburgh.....	67 00		67 00
Newbury.....	43 00		43 00
Newcastle.....	57 00		57 00
New Hamburg.....	154 00		154 00
Norwich.....	150 00		150 00
Norwood.....	103 00		103 00
Oil Springs.....	101 00		101 00
Omeme.....	75 00		75 00
Ottawa East.....	78 00	92 00	170 00
Paisley.....	113 00		113 00
Point Edward.....	107 00		107 00
Portsmouth.....	52 00	24 00	76 00
Port Carling.....	33 00		33 00
Port Colborne.....	147 00		147 00
Port Dalhousie.....	84 00	33 00	117 00
Port Dover.....	126 00		126 00
Port Elgin.....	156 00		156 00
Port Perry.....	160 00		160 00
Port Rowan.....	72 00		72 00



APPORTIONMENT TO CITIES, TOWNS and VILLAGES, 1905.—*Concluded.*

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Totals.
	\$ c.	\$ c.	\$ c.
Port Stanley .....	69 00	.....	69 00
Richmond .....	59 00	.....	59 00
Richmond Hill .....	77 00	.....	77 00
Rockland .....	15 00	142 00	157 00
Shelburne .....	144 00	.....	144 00
Southampton .....	202 00	.....	202 00
Springfield .....	52 00	.....	52 00
Stirling .....	95 00	.....	95 00
Stouffville .....	141 00	.....	141 00
Streetsville .....	58 00	.....	58 00
Sundridge .....	48 00	.....	48 00
Sutton .....	74 00	.....	74 00
Tara .....	82 00	.....	82 00
Teeswater .....	110 00	.....	110 00
Thamesville .....	96 00	.....	96 00
Thedford .....	74 00	.....	74 00
Tilbury .....	70 00	64 00	134 00
Tiverton .....	64 00	.....	64 00
Tottenham .....	66 00	.....	66 00
Tweed .....	131 00	30 00	161 00
Vienna .....	40 00	.....	40 00
Wardsville .....	37 00	.....	37 00
Waterdown .....	71 00	.....	71 00
Waterford .....	131 00	.....	131 00
Watford .....	154 00	.....	154 00
Wellington .....	78 00	.....	78 00
Weston .....	145 00	12 00	157 00
Westport .....	42 00	45 00	87 00
Winchester .....	147 00	.....	147 00
Woodbridge .....	61 00	.....	61 00
Woodville .....	59 00	.....	59 00
Wyoming .....	78 00	.....	78 00
Wroxeter .....	52 00	.....	52 00
Total .....	\$13,320 00	\$1,082 00	\$14,402 00

## SUMMARY OF APPORTIONMENT FOR 1905.

COUNTIES.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
1. Brant .....	1,557 00	.....	1,557 00
2. Bruce .....	3,980 00	417 00	4,397 00
3. Carleton .....	2,838 00	470 00	3,308 00
4. Dufferin .....	1,797 00	.....	1,797 00
5. Elgin .....	2,939 00	.....	2,939 00
6. Essex .....	2,795 00	1,070 00	3,865 00
7. Frontenac .....	2,234 00	172 00	2,406 00
8. Grey .....	5,441 00	103 00	5,544 00
9. Haldimand .....	1,727 00	.....	1,727 00
10. Haliburton .....	716 00	.....	716 00
11. Halton .....	1,349 00	.....	1,349 00
12. Hastings .....	3,834 00	95 00	3,929 00

SUMMARY OF APPORTIONMENT FOR 1905.—*Concluded.*

COUNTIES.— <i>Con.</i>	Public Schools.	Separate Schools.	Totals.
	\$ c.	\$ c.	\$ c.
13. Huron.....	4,651 00	231 00	4,882 00
14. Kent.....	3,618 00	217 00	3,835 00
15. Lambton.....	3,728 00	28 00	3,756 00
16. Lanark.....	2,171 00	58 00	2,229 00
17. Leeds and Grenville.....	3,758 00	34 00	3,792 00
18. Lennox and Addington.....	1,916 00	39 00	1,955 00
19. Lincoln (including arrears for Gains- boro).....	1,639 00	.....	1,639 00
20. Middlesex.....	4,840 00	101 00	4,941 00
21. Norfolk.....	2,364 00	55 00	2,419 00
22. Northumberland and Durham.....	4,547 00	86 00	4,633 00
23. Ontario.....	3,151 00	55 00	3,206 00
24. Oxford.....	3,240 00	.....	3,240 00
25. Peel.....	1,836 00	7 00	1,843 00
26. Perth.....	3,157 00	200 00	3,357 00
27. Peterborough.....	2,150 00	21 00	2,171 00
28. Prescott and Russell.....	1,834 00	1,946 00	3,780 00
29. Prince Edward.....	1,403 00	.....	1,403 00
30. Renfrew.....	3,837 00	321 00	4,158 00
31. Simcoe.....	5,882 00	132 00	6,014 00
32. Stormont, Dundas and Glengarry.....	5,352 00	483 00	5,835 00
33. Victoria.....	2,330 00	.....	2,330 00
34. Waterloo.....	2,359 00	276 00	2,635 00
35. Welland.....	1,937 00	.....	1,937 00
36. Wellington.....	3,385 00	111 00	3,496 00
37. Wentworth.....	2,675 00	.....	2,675 00
38. York.....	5,093 00	38 00	5,131 00
Total.....	\$114,060 00	\$6,766 00	\$120,826 00
39. Districts— (a) Algoma..... (b) Manitoulin... (c) Muskoka .... (d) Nipissing .... (e) Parry Sound.. (f) Rainy River.. (g) Thunder Bay.)	Exclusive of the towns and villages, which appear in the general list.	2,000 00	45,000 00
(a) Algoma.....			
(b) Manitoulin...			
(c) Muskoka ....			
(d) Nipissing ....			
(e) Parry Sound..			
(f) Rainy River..			
(g) Thunder Bay.)			
Total.....	\$43,000 00	\$2,000 00	\$45,000 00
GRAND TOTALS.	\$ c.	\$ c.	\$ c.
COUNTIES.....	114,060 00	6,766 00	120,826 00
CITIES.....	50,319 00	12,384 00	62,703 00
TOWNS.....	37,373 00	6,781 00	44,154 00
VILLAGES.....	13,320 00	1,082 00	14,402 00
DISTRICTS.....	43,000 00	2,000 00	45,000 00
Totals.....	\$258,072 00	\$29,013 00	\$287,085 00

## THE REVISED REGULATIONS.

*Memorandum.*

The Revised Regulations which were approved August, 1904, will guide Inspectors and teachers regarding the courses of study and the requirements for the Departmental examinations. In order to avoid some misconceptions, and save enquiries, the following explanations are given:—

(1) Respecting the Senior Teachers' Examination, section 50 (4) governs for 1906, and section 47 thereafter. Sections 46 and 48 come into force for the Junior Teachers' and District Examinations of 1906.

(2) No examination will be held in 1906 in the subjects of Part I. of the Junior Teachers' or District Certificate course, but no candidate will be admitted to any County Model School, or other training school, who does not furnish a statement from the Principal of the school attended, to the effect that the holder has satisfactorily completed the course prescribed for Part I.

(3) For Part II., Junior Teachers' Examination, the course in Geometry will be Books 1, 2 and 3 with easy deductions; and the course in Geography will be that given in Appendix "A" of the Regulations.

(4) Candidates who divide the Senior Teachers' Examination in 1906—as provided by Regulation 50 (4)—if they take Part I. must take Physics either with Part I. in 1906 or with Part II. at a subsequent examination. The course in Chemistry will be that given on page 72 of the Regulations. There will not be an examination in the subject of Mineralogy until 1907.

Last year, copies of the Revised Regulations were furnished, on application, to all High, Public and Separate Schools for the use of the Principals. The Department has not a sufficient supply to furnish duplicate copies.

Toronto, August, 1905.

## DEPARTMENTAL REGULATIONS

(Approved August, 1905.)

*Text-Books Authorized for Use in Public Schools, High Schools, and Training Schools.*

(Except for Geometry, where the revised curriculum renders an additional work necessary, no change is made for the Schools from the books authorized in 1904.)

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees. Books authorized in the Lower School of the High School course may be used by pupils taking the corresponding subjects of Continuation classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in the Lower and Middle Schools. *Books authorized for use in the Public Schools may be used in the Lower School and it is recommended*

that so far as the Principal may deem desirable, these books be used for the first year instead of the corresponding High School books. For the second special course or more advanced work in the Commercial department or for Technical courses any books recommended by the Principal may be used, with the approval of the High School Board.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-book used in any school before the 1st July, in 1905, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the Rose Printing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

*Public Schools. (Schedule A.)*

First Reader, Part I., or A Modern Phonic Primer, Part I. (Morang) or The Public School Phonic Reader, Part I. ....	\$0 10
First Reader, Part II., or Public School Phonic Primer, Part II., or A Modern Phonic Primer, Part II. ....	0 15
Second Reader .....	0 20
Third Reader .....	0 30
Fourth Reader .....	0 40
High School Reader .....	0 50
Public School Arithmetic .....	0 25
Public School Algebra and Euclid .....	0 25
Public School Geography, or Morang's Modern Geography .....	0 75
Our Home and its Surroundings (for Junior Classes) .....	0 40
Rose's Public School Geography .....	0 75
Public School Grammar .....	0 25
Morang's Modern English Grammar .....	0 60
Public School History of England and Canada .....	0 30
History of Dominion of Canada (Fifth Form) .....	0 50
Duncan's Story of the Canadian People .....	0 50
Weaver's Canadian History .....	0 50
Public School Drawing Course, each number .....	0 05
Public School Physiology and Temperance .....	0 25
Public School Copy Book .....	0 07
Practical Speller .....	0 25
Public School Bookkeeping .....	0 25
Public School Agriculture .....	0 30
Public School Domestic Science (optional) .....	0 50

*French-English Readers.*

First Reader, Part I. ....	0 10
First Reader, Part II. ....	0 15
Second Reader .....	0 25
Third Reader .....	0 35



*German-English Readers.*

Ahn's First German Book .....	0 25
Ahn's Second German Book .....	0 45
Ahn's Third German Book .....	0 45
Ahn's Fourth German Book .....	0 50
Ahn's First German Reader .....	0 50

*High Schools and Collegiate Institutes. (Schedule B.)**English.*

High School Reader .....	0 50
The Principles and Practice of Oral Reading .....	0 50
High School English Grammar .....	0 75
High School English Composition .....	0 50
Elementary English Composition (Sykes) .....	0 40
High School Composition from Models .....	0 75

*History and Geography.*

High School Geography (Cnase) .....	\$1 00
Morang's Modern Geography .....	0 75
High School History of England and Canada .....	0 65
Wrong's "The British Nation" .....	1 00
Myers' Ancient History—Greece and Rome—Canadian Edition .....	0 75
Botsford's Ancient History for Beginners (Morang) .....	1 00
History of the Dominion of Canada—Clement .....	0 50

*Mathematics.*

High School Arithmetic .....	0 60
Arithmetic for High Schools, De Lury .....	0 60
High School Algebra .....	0 75
Elements of Algebra, McLellan .....	0 75
Elementary Plane Geometry, Baker .....	0 50
Geometry for Schools, Theoretical, Baker .....	0 75
High School Euclid, J. S. McKay, or by A. C. McKay and R. A. Thompson (Books I., II., III., 50 cents) .....	0 75

*Classics.*

First Latin Book and Reader .....	1 00
Primary Latin Book and Reader .....	1 00
Hagarty's Latin Grammar .....	1 00
White's First Greek Book .....	1 25
High School Beginner's Greek Book .....	1 50

*Moderns.*

High School French Grammar and Reader .....	1 00
High School German Grammar and Reader .....	1 00

*Science.*

High School Physical Science, Part I., 50 cents; Part II. ....	0 75
High School Botany, Part II. ....	0 60
High School Chemistry .....	0 50

*Bookkeeping and Drawing.*

High School Bookkeeping .....	0 60
Commercial Course in Practical Bookkeeping (Dickinson and Young) .....	0 40
High School Drawing Course, each number .....	0 10

*Cadet Drill.*

High School Cadet Drill Manual (optional) .....	0 40
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*Training Schools. (Schedule C.)**County Model Schools.*

School Management, Millar .....	1 00
Methods in Teaching, Edited by Tilley .....	1 50
Public School Physiology and Temperance .....	0 25
New Psychology (Chapters 4, 5, and 6 omitted), Gordy .....	1 25
Steps in the Phonic System, Cullin & Niven .....	0 50
Elementary Phonetics, Burt .....	0 35
Elementary Treatise on Arithmetic, Taylor .....	0 50
Mental Arithmetic, McLellan & Ames .....	0 30
Algebraical Exercises, Barnes .....	0 30
Introductory Geometry, McLean .....	0 50
A Guide to Nature Study, Crawford .....	0 90

*Normal Schools.*

Lectures on Teaching, Fitch .....	1 00
School Management, Millar .....	1 00
Educational Reformers, Quick .....	1 50
Applied Psychology, McLellan .....	1 00
First Year at School, Sinclair .....	0 50
High School Cadet Drill Manual .....	0 40
Hints on Teaching Arithmetic, McLean .....	0 50
Public School Domestic Science .....	0 50

*Ontario Normal College.*

Applied Psychology, McLellan .....	1 00
Education, Spencer .....	0 50
School Management, Millar .....	1 00
School Management, Landon .....	1 50
Educational Reformers, Quick .....	1 50
High School Cadet Drill Manual .....	0 40
Physical Culture, Houghton .....	0 50
Physical Education, MacLaren, Part II., sections II. and III. ...	2 00

*Teachers' Reading Course for 1906. (Schedule D.)*

History of Education, Kemp .....	1 25
School Management, Dutton .....	1 25
Birds and Poets, Burroughs .....	0 35

## EXAMINATIONS, 1906.

## PRESCRIBED TEXTS.

*District Certificate.**English:—*

Goldsmith: The Deserted Village.

Longfellow: The Old Clock on the Stairs, The Warden of the Cinque Ports, The Birds of Killingworth, King Robert of Sicily, The Skeleton in Armour, The Ladder of St. Augustine, The Bridge.

*Part II.—Junior Teachers.**English.*

Coleridge: The Ancient Mariner.

Wordsworth: Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a Phantom of Delight," To the Cuckoo, The Green Linnet, "Bright Flower! whose home," To a Skylark, ("Ethereal minstrel! pilgrim of the sky!") Reverie of Poor Susan, To my Sister, "Three years she grew in sun and shade," September, 1819, Upon the same Occasion.

The following twelve sonnets: "Two voices are there," "Scorn not the Sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of evening," "O Friend! I know not," "Milton, thou shouldst," "When I have borne in memory," "Brook! whose society," "Tax not the royal Saint," "They dreamt not of a perishable home."

Shakespeare: Merchant of Venice.

*Latin:—*

Cornelius Nepos, Lives of Themistocles and Aristides; Cæsar, Bellum Gallicum, Bk. IV. (omitting Chap. 17), and Bk. V., Chaps. 1-23; Virgil, Æneid, Bk. II. (1-505).

*Greek:—*

1906: Selections from Xenophon, Anabasis I., in White's First Greek Book, with the exercises thereon; Homer, Iliad VI.

*French:—*

Lamennais, Paroles d'un croyant, Chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat Botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudé, la Dernière classe, and la Chèvre de M. Sequin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forcat; Molière, l'Avare, Acte III. sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, Chap. IX.; Rouget de L'Isle, la Marseillaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau.

Labiche, le Voyage de Monsieur Perrichon.

*German:—*

Grimm, Rotkäppchen; Andersen, Wie's der Alte macht, Das neue Kleid, Venedig, Rothchild, Der Bär; Ertl, Himmelsschlüssel; Frommel, Des eiserne Kreuz; Baumbach, Nicotiana, Der Goldbaum; Heine Lorelei, Du bist wie eine Blume; Uhland, Schäfer's Sonntagslied, Das Schloss am Meer; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkönig. Der Sänger; Schiller, Der Jüngling am Bache.

Baunmbach, Waldnovellen.

*Senior Teachers.**English:—*

Coleridge: The Ancient Mariner.

Wordsworth: Michael, Influence of Natural Objects, Nutting, Expostulation and Reply, The Tables Turned, The Solitary Reaper, Ode to Duty, Elegiac Stanzas, To the Rev. Dr. Wordsworth, "She was a Phantom of Delight," To the Cuckoo, The Green Linnet, "Bright Flower! whose home," To a Skylark, ("Ethereal minstrel! pilgrim of the sky!") Reverie of Poor Susan, To my Sister, "Three years she grew in sun and shade," September, 1819, Upon the same Occasion.



The following twelve sonnets: "Two Voices are there," "Scorn not the Sonnet," "A flock of sheep that leisurely," "Earth hath not anything," "It is not to be thought of," "Fair Star of evening," "O Friend! I know not," "Milton! thou shouldst," "When I have borne in memory," "Brook! whose society," "Tax not the royal Saint," "They dreamt not of a perishable home."

Shakespeare: Merchant of Venice, Henry V.

*Latin*:—

Cornelius Nepos, Lives of Themistocles and Aristides; Cæsar, Bellum Gallicum, Bk. IV. (omitting Chap. 17), and Bk. V., Chaps. 1-23; Virgil, Æneid II., lines 1-505; Horace, Odes I. and II.; Cicero Pro Lege Manilla. Pro Marcello.

*Greek*:—

Xenophon, Anabasis I. (Chaps. I.-VIII.); Homer, Iliad VI., Odyssey XXI.; Lucian, Charon; Lysias, Contra Eratosthenem.

*French*:—

Lamennais, Paroles d'un croquant, Chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat Botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la Dernière classe, and la Chèvre de M. Sequin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forçat; Molière, l'Avare, Acte III. sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, Chap. IX.; Rouget de L'Isle, la Marseillaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau.

Labiche, le Voyage de Monsieur Perrichon; Mérimée, Quatre Contes, ed. by F. C. L. Steenderen (Holt & Co.).

*German*:—

Grimm, Rotkäppchen; Andersen, Wie's der Alte macht, Das neue Kleid, Venedig, Rothchild, Der Bär; Ertl, Himmelsschlüssel; Frommel, Des eiserne Kreuz; Baumbach, Nicotiana, Der Goldbaum; Heine Lorelei, Du bist wie eine Blume; Uhland, Schäfer's Sonntagsslied, Das Schloss am Meer; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkönig, Der Sänger; Schiller, Der Jüngling am Bache.

Baumbach, Waldnovellen.

Ezner-Eschenbach, Die Freiherren von Gemperlein.

Wilhelmi, Euer muss heiraten.

Benedix, Eigensinn.

NOTE.—The texts in Greek, French and German, given under the heading Junior Teachers, are for Pass Junior Matriculants only. See Reg. 46 (2).

#### DUTIES OF EXAMINERS.

1. Each Examiner shall be required to discharge all duties pertaining to his office, and no duty which an Examiner is appointed to perform shall be delegated to another Examiner without the approval of the Educational Council. He shall designate all examination papers according to the course of study for which they are prescribed.

2.—(a) The papers set for the Part II. Junior Teachers' and the Senior Teachers' examinations shall be adapted to the requirements of those desiring to become teachers.

(b) The papers in all cases shall be within the limits of the courses of study and of the authorized text-books.



(c) Each paper in a department shall be approved and signed by each Examiner in this department before it is submitted to the Board of Examiners for consideration.

(d) Each Examiner shall submit to the Board of Examiners a syllabus of the answers to the questions on his paper, and a statement of the values which he proposes to attach to each question and part of a question. The papers so prepared shall finally be revised by the board.

3. The Examiners, in the case of the combined examinations of the Education Department and the University, shall be present at the beginning of the reading of the answer papers. Each Examiner shall discuss with the Associate Examiners in his section the character of the answers required by the questions, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiners shall be final.

4. The Examiners shall make such reports as will enable the Council to settle the results of the examinations in accordance with the regulations of the Education Department and of the Senate of the University respectively.

5. The Examiners, or such of their number as may be appointed for that purpose by the Council, shall consider all doubtful and special cases and report results to the Council. They shall read appeals and report the results to the Council.

6. The Examiners shall report to the Council the pseudonyms of all Associate Examiners whose work appears to have been performed with marked carelessness or incapacity, or who have shown any substantial disregard of the instructions of the Council.

7. In the prose papers in Classics and Modern Languages the vocabulary required shall be such as is found in the prescribed portion of text and text-book.

#### *Duties of the Registrar.*

9. The Registrar of the Council shall preside at all meetings of the Boards of Examiners. All cases of dispute at meetings of the Boards shall be settled by a majority of the Examiners.

10. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter mentioned are observed. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

11. He shall exercise a general supervision over sorting, numbering and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners and Associate Examiners; and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the books so that they may clearly indicate the subjects in which candidates have passed or failed.

12. He shall be present at the meeting of the Board or of any committee thereof called for the purpose of determining the results, and shall furnish all necessary information.

13. He shall take the necessary steps in order that appeals may be read as speedily as possible in accordance with the instructions of the Council.

*Duties of Associate Examiners.*

14. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Council. The chairman shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform*. In the case of an emergency as in the absence of a chairman of a section, the Registrar shall appoint a chairman *pro tempore*.

15. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, except in cases of suspected copying, in which case he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number should be placed on the front page of the book. *The papers must be returned in the numerical order in which they are received*. In cases of suspected copying the Associate Examiner shall note on the face of the envelope, "Copying, see No. ...., question ....," and through the chairman of the section report the case at once to the Registrar.

16. In the case of the papers in *English Grammar, Literature, and Composition*, one mark shall be deducted for each mis-spelt word and one mark for each instance of bad English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

17. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, shall place the total on each page at the foot of the margin, and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.*, Grammar, 80, — 2 sp., — 4 f. s., = 74. He shall also sign his pseudonym on the envelope of each paper examined.

18. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, *viz.*, 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, *viz.*, 12 noon and 5 p.m., without reporting to the chairman of the section.

19. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms; they shall keep a record of the papers read each day and shall report the results of their work to the chairman of their respective sections.

20. The work is confidential throughout. Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner he shall report the fact without any delay to the Registrar of the Council, or, in his absence, to the clerk of committees, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

21. The instructions herein contained so far as they relate to the examinations of the Education Department and matriculation into the University, shall be subject to amendment from time to time with the approval of the Education Department and the Senate of the University.

SUGGESTIONS TO HIGH SCHOOL PRINCIPALS AND THEIR STAFFS IN CONNECTION  
WITH THE NEW PROGRAMME OF STUDIES.

*Preparatory Note.*

During the past year my correspondence and other inspectorial duties were so burdensome in connection with the introduction of the new programme of studies that, to economize time, I now put in the form of a circular my views on some important questions, most of which are continually coming up for discussion.

JOHN SEATH,  
(*High School Inspector.*)

Toronto, August 26th, 1905.

*Organization.*

The Departmental Memorandum of August, 1905 (circular 50), draws attention to the requirements of the regulations which were approved in August, 1904. So far as concerns the Junior and the District Teachers' Non-professional Examinations, the regulations as to standard and subjects [Reg. 43 (3), 46 and 48] will come into full force at the examinations of 1906, except, as stated in the circular, in the case of the Geometry for the Junior and of Part I. for each of these examinations. In organizing for the coming year it is, therefore, important for the Principal to realize that the standard has been raised, and that the course is now a fixed one, with a Latin bonus at the Junior. The District, Junior, and Senior Teachers' Examinations are now held, be it noted, solely to ascertain the qualifications of the candidates for a teacher's certificate, although, of course, they may be used as Leaving Examinations also; and it is not unreasonable to anticipate that, in settling the results, the interests of the Public Schools will hereafter be solely considered. It is an open secret that, while the system of Leaving Examinations was in operation, allowances were made which would be unjustifiable under present conditions, and which have injured the cause of popular education in the Province.

The Principal's certificate referred to in Circular 50 is defined by the last sentence of Reg. 50 (3). It should cover the Lower School courses in Book-keeping, Reading, Physics, and Chemistry, with at least one year's course in each of Art, Botany, and Zoology. As the regulations show, the one year's course in Art is for a whole school year, while the one year's course in each of Botany and Zoology is from September to November, and from April to the end of June. The details of such courses are at the discretion of the Principal, who will no doubt take into consideration the requirements of the future Public School Teacher. In the case of all candidates (including those who failed this summer) whose course has not yet covered all the subjects, the Principal might allow such pupils to go down to one of the Lower School classes when the subjects are being taken up. The same plan may, of course, be followed hereafter in the case of pupils who are fit for the Middle School but who do not possess the required certificate as to competency in the subjects of Part I. The resulting interference with their Middle School time-table is one for which the candidates, not the Principal, are responsible, and the interests of the Middle School must not be allowed to suffer. For very evident reasons, however, such permission should be given only in exceptional cases.

In some quarters the object and the scope of Reg. 39 (9) have not been appreciated. The object, it is understood, was to enable the Principal to resist more easily the pressure that would in many cases be brought to



bear upon him to continue in a congested Middle School time-table subjects and stages of subjects which properly belong to the Lower School. As to scope: Under the regulations, the Geography for the intending Public School Teacher, and the Arithmetic and Mensuration and the English Grammar for other classes of candidates may, where needed, be reviewed after March. A teacher's special course is provided in Arithmetic and Mensuration, and in English Grammar (See pp. 79 and 80\*), which the Principal may have in the Middle School as often as he deems it expedient. And, further, unless the parent or guardian objects, the Principal may require other pupils to take these special courses. In view, however, of the ample Lower School provision in these subjects, the extremely moderate requirements of University Matriculation, and, usually, the superior claims of other subjects of the course, it would be wise for the Principal to restrict this special teacher's course to the intending teacher.

But these difficulties of organization are small compared with those which have hitherto confronted the Principal—the pressure of the Departmental and the University examinations with its train of evils; the unreasonable demands of department teachers; the inadequacy of staffs, due to congested attendance and the plethora of courses undertaken; and, lastly, the defective preparation of Entrance and Continuation Classes, the former being sometimes due to laxity at the examinations, and the latter, to the inconsiderate ambition of badly equipped and badly manned Public Schools. These are, undoubtedly, real difficulties; but nearly all of them may be gradually overcome by due liberality on the part of School Boards and, more particularly, by firm and judicious management on the part of Principals themselves. Like the wagoner in the fable, the local authorities must put their own shoulders to the wheel. The relation of the different grades of Continuation Classes to the High Schools requires, it is true, a better adjustment. Until this is made, concerted action on the part of all the Principals in a district, with the co-operation of the Public School Inspector, if that can be secured, should do much to simplify the situation.

In the above enumeration of the Principal's difficulties, the so-called "multiplicity of subjects" has not been included. Experience will, undoubtedly necessitate amendments in the regulations, and the progress of the Public and Model Schools will, in time, relieve the High Schools of responsibilities which are now forced upon them. But, having regard to our present obligations, the new programme will compare favorably in its limitations with that of any other progressive country. There is no subject upon it which could be safely omitted from a well rounded modern scheme of secondary education, or upon the omission of which even a majority of competent educationists would agree. It must be remembered also that, like the Public School programme, the High School one was made to last for a period of years, and that, accordingly, in some of its details, it assumes a condition of the general system which it will take time to produce. "The house that is a-building is not as the house that is built." Moreover, the general advancement of education in this Province cannot be kept back in order that weak but ambitious schools, whether High Schools or Continuation Classes, may attempt courses beyond their capacity. What is at fault is, not so much the number of subjects on the official programme, as the plethora of courses on many local ones, and a generally defective system for organization. For the former, the locality is itself to blame. The latter is the direct result of examination pressure; for, in most schools at present, all the subjects of a Form are taken up concurrently, with an apportionment of time determined mainly by their difficulty and their exam-

\*Except where otherwise stated, the pages throughout are those of the new regulations.



ination importance. Such a system of organization is both unnatural and unnecessary—unnatural because no one but a prodigy would adopt it in private study, and unnecessary, because, even under present conditions, better results can be secured in a saner way.

Experience in Ontario, not to speak of the general experience of other countries, has shown that better results would be secured if the following principles were kept in view:

(1) Not all the subjects prescribed for a form should be taken up concurrently. Subjects and stages of subjects that involve chiefly the memory or mechanical accuracy cannot, of course, be so readily intermitted as those that involve the reasoning powers; but even here this principle is, in many cases, measurably applicable.

(2) The stress upon a subject should vary according to its character in the different stages of its development and to the pupil's advancement in it and the other subjects of the course.

At present the pupil's energies are dissipated among too many subjects and he is dazed by the monotonous grind at the same subject year in and year out. Arithmetic, for example, he has uninterruptedly for nine or ten years. Concentration of energy and variety of subject matter would be of inestimable advantage to him in the natural and pleasurable development of his powers. The qualifications of the staff and the structural difficulties of the time-table will, no doubt, often prove a bar to the systematic application of these two principles; but, as most teachers take more than one subject of a department, it should not be difficult at least to improve the general situation.

(3) Care should be taken to cultivate greater independence on the part of the pupil. It is no secret that, at present, there is altogether too much teaching, especially in the classes preparing for examination. With a better standard this fact would demonstrate itself every midsummer. The teacher should, accordingly, exercise greater self-restraint; and, in particular, study periods should be provided in all the forms. For such pupils in the larger schools, a separate room might also be provided under charge of one of the staff. It will take time for both staff and pupils to become used to such a system, but the training the pupils will thus receive in self-reliance should amply compensate the staff for the additional trouble it may involve\*.

\*Owing to misapprehension of Reg. 39 (9) in a certain High School, neither the Arithmetic nor the English Grammar was taken up this year in the Middle School until after March. Notwithstanding this, all the candidates at the Junior passed, and passed well, in these subjects. The work had been well done in the Lower School, and was stressed after March. The bearing of this statement and of those below (quoted from letters to me) will prove at least suggestive, in view of the present difficulties of organization. The four Principals concerned are both experienced and successful teachers.

(1) "In Form I. I have never had Euclid. In Form II. I have had two periods. So many leave at the end of one or two years, and so many are quite young, and incapable of connected reasoning, that I do not settle down to a serious study of the subject until the beginning of the third year. The classes then thoroughly enjoy the subject, and make very rapid progress. From the examination standpoint the results are satisfactory, the failures falling short of one a year for the past ten years. In Forms III. and IV. I have three 30-minute periods each a week. In Arithmetic I have three periods of 30 minutes a week in each of three Forms I., II., and III. Much time is spent in grading the work for each year, the first two years being devoted to a thorough course in Commercial Arithmetic and Elementary Mensuration, with systematic drill in work planned to secure accuracy in the mechanical operations. This latter feature I consider the most important in the two years' work, since annual experiments bring out the fact that not 5 per cent. of the Entrance Class can work ordinary examples in the four simple rules either rapidly or accurately. Taking one year with another, perhaps 5 per cent. of the candidates, chiefly girls, fail in Arithmetic.

"In Algebra I have one 30-minute lesson a week in Form I., three in Form II., and four each in Forms III. and IV. This, I think, is sufficient, except possibly with Form IV. There are practically no failures in Form III. Algebra; but perhaps 10 per cent. fail in the Senior Algebra (I do not mean 10 per cent. of those recommended, but 10 per cent. of all who write).

"I feel quite satisfied that with students of High Schools ages much time is lost by treating a part of a subject exhaustively, and then giving it little further attention. Frequent reviews, with gradually increasing emphasis on the difficulties, leave the Students encouraged, hopeful, aggressive, and prepared.

The following notes show in a general way how these principles may be applied:

English Grammar should not be stressed at first. It will be enough if, at the end of the first year, the pupil knows well and has perhaps slightly amplified the course now prescribed for the Fourth Form of the Public Schools. (See definition and note on p. 59). On account of its use in connection with the other languages and with English Composition, English Grammar should be taken up as soon as the pupil enters, but it need not be continued throughout the whole first year. After the first year, the subject might be gradually stressed as the pupil's reasoning powers develop, and the serious difficulties should be reserved for the greater maturity of the special Middle School course. (See p. 80 and p. 65, note). English Composition should be stressed throughout the Lower School especially in the first year, being closely connected with the practical side of English Grammar. The subject should also receive systematic attention in the oral and written work of the other classes. (See pp. 66, 68, 69 and 70). English Literature should be stressed throughout the Lower School also during the first year. The pupil usually needs to be trained to read intelligently. This habit the reading courses of the old Public School programme did not inculcate. The fault is remedied in the new one, but it will take time to work the cure. (See pp. 66, 69 and 70).

History is largely a memory subject, at first. The essential facts, therefore, should be acquired when the memory is plastic. Even in the Lower School, however, it will serve a good purpose to vary the stress, and even to intermit the subject. But History lends itself better to the latter mode of treatment in the later years when the pupil is able to appreciate the logical sequence of events and to work with greater indepen-

"I do not intend to change the number of periods in Mathematics in the Lower School.

"I may add that in Junior Forms, corresponding to Lower School Classes, I exact very little home work. I have an understanding with these classes that, if they enter into the regular class work with the same spirit, earnestness, and vim as they would on a base-ball field or a tennis-court, the home-work exacted will be merely nominal. Last year with the Form just below the Junior Teachers and Junior Matric. I tried this throughout the year, and secured the best results I ever had. In Algebra we covered the work to the end of quadratics; in Euclid, Books I. and II. with easy deductions; and in Arithmetic the full course outlined for Junior Teachers; and I think the average of the class for home-work for the three subjects combined did not exceed half an hour daily. Of course, in Junior Teachers' work much more time is necessary."

(2) "During the past two years I took Middle School Geometry five spaces per week (35 minutes) for the first five months of each year; then Arithmetic in these same five spaces on the time-table for the next four months; and in the last month I reviewed both Arithmetic and Geometry. I feel confident that the success of the class has been greater by taking these subjects intermittingly than concurrently.

"Our time-table (1904-1905) was constructed with five spaces (33 minutes) in the forenoon. After three months I cancelled all the subjects in the first space on the time-table, and divided the forenoon equally amongst the remaining four spaces, and continued this for one week. The following week I cancelled all the subjects in the second place on the time-table, and divided the forenoon equally among the remaining four spaces. Then I cancelled the subjects in the third, fourth, and fifth spaces in the same way, and began again with the first. This increased the morning spaces from 33 minutes each to 45, 40, 40, and 40 minutes, at the small cost of giving some subjects a week's rest. About April 1st I resumed the 33 minute spaces, because the work had all been covered, and the shorter spaces served as well for review.

(3) "Our General School is organized into five Forms, with sub-divisions, the Fourth Form containing the candidates for the Junior. For two or three years we have tried the plan of intermitting for a time some of the subjects. We take History during the first year, and then drop it until the Fourth Form is reached. Drawing is taken every day the first year, and afterwards only advanced work for those needing it. Geography is taken in the second year only, and every day. Geometry is begun in the second year, after the Geometrical Drawing of the first year. Book-keeping and Commercial Transactions is taken in the second year only. No formal Literature is taken the first year. Supplementary Reading is emphasized. German is begun in the Third Form. We have no Greek.

"We made these arrangements to try to relieve the pressure and consequent dispersions resulting from the multiplicity of subjects in each year, and we would not voluntarily go back to the usual arrangement of all the subjects all the years. Two hundred lessons in a subject in one year is much better than the same number of lessons spread over two or three years.

"I should like to carry our plan of intensive study with intermissions further still, and I hope to be able to overcome the difficulties in the way.

"With us, Continuation Pupils coming in without proper preparation must go back to their proper level in the unprepared subjects."



dence. In the Upper School, indeed, the teacher's guidance is needed more than direct teaching; for, there is hardly any other subject in which, at this stage, the pupil can do more for himself (See pp. 66, 69 and 71). The distinguishing feature of the High School course in Geography should be the prominence given to its Physical side. Accordingly, the work for the first year should consist of an elementary course in the Commercial and Astronomical subjects, without burdensome details, and a mere introduction to the more difficult subject of Physical Geography. If taken throughout the whole year, this course should not consume more than a couple of periods a week, and should stress the Commercial and Astronomical parts more than the Physical. The second year's work, however, should be a stressed one in Physical Geography, introducing the present authorized High School text-book and reserving the more difficult portions to be taken up with the review after March in the Middle School. (See pp. 67, 81 and 82).

As to Mathematics: Reference to pp. 66, 79 and 80 will show that the prescribed development of the course in Arithmetic is different from that in vogue under the old regulations. The change has been made, not only to meet the necessities of pupils in the general course, but to improve the department of Mathematics itself by securing due economy of effort. All classes of pupils now take together the Lower School Arithmetic, in which "the processes and problems in the commercial work are such as find direct application in ordinary business life, in which accuracy, rapidity, and neatness of work are aimed at, and in which proofs of the more difficult formulæ in Mensuration are not required." (See p. 66.) The serious difficulties of the subject need not be taken up with the pupil in the general course at any stage. Provision is made for their consideration in the special teacher's course in the Middle School. The great defect of the teaching in both English Grammar and Arithmetic has, in many cases, been the unreasonable difficulties of the work of the earlier years—difficulties which can be overcome with far less effort at a later stage. Moreover, it must be borne in mind that our programme consists of courses of study, not of a collection of isolated subjects; and that the power a pupil gains in the study of each is available throughout, especially in the study of those that are correlated with it. From the conditions, Arithmetic should be stressed for the greater part of the first year, Algebra being then taken for about a couple of periods a week and being thereafter the subject that is stressed. If, indeed, the Middle School course is a two years' one, as it is in some schools, both the Arithmetic and the English Grammar of the special course may be intermitted for the whole or the greater part of the first of these years. Hitherto, under the old programme, Geometry has often been omitted until the second year or taken up after Christmas or Easter of the first. Owing to its character, the Practical Geometry might be taken up hereafter towards the end of the first year (See "Art Course" further on), and the rest of the course should certainly not be stressed until the Middle School.

The languages involve so much memory work of an unfamiliar character that they must be stressed throughout, although, naturally, there will be varying stress and even intermittence in the components of the course in a particular language. As we are now situated, only Latin should be taken up at first, a short lesson a day being provided, if at all practicable. Oral work in French for a couple of periods a week should be provided as soon as the pupil has mastered the initial difficulties of Latin, the subject being stressed the second year and thereafter. At present, in the smaller schools French is often not taken up until the second year, but it is then stressed from the first. Under ordinary conditions, German and Greek will begin the

second year, being also stressed from the first, although, of course, the size of the class may justify a reduction in the normal number of class-periods. Time is an essential element of language culture, and, very generally, too little time is spent on the languages. But, until the character of the University examination scheme changes, improvement can hardly be expected.

Further on, the Elementary Science and the Art and the Commercial courses are dealt with at greater length. It should be noted here, however, that the principles of intermittence and varying stress have been observed as far as practicable in the construction of the course in Elementary Science. Their application in the case of the other Science subjects is of at least as much importance as in the case of any of the subjects already dealt with.

The minimum time for Reading and for Physical Culture is prescribed. These, be it noted, are non-examination subjects. Before the regulation was made, little or no attention was given them, and occasionally still the minimum is reluctantly provided even where the conditions demand a greater apportionment of time. The Regulation in regard to Reading, in particular, seems, it is true, to bear hard upon those schools, the lower forms of which are both numerous and congested. The proper remedy, however, is an obvious one. Moreover, it must be borne in mind that Reading, to some extent, and Physical Culture, to a large extent are motor exercises, and require special attention in the earlier years. Elementary Science also belongs to the category of examination subjects, and has, accordingly, a minimum prescribed. In the case of Art and of Book-keeping, also non-examination subjects, the work done is submitted for inspection.

In some schools the following provisions are made; they have a direct bearing on the question of organization and deserve to be generally adopted:

(1) Each July or August a prospectus of the school is issued, containing full information for parents and the general public as to the constitution of the staff, the subjects of the courses, the text-books therefor, and the examination requirements, with the general and local regulations in which the locality is interested. Not only does this save correspondence but it educates the public in some matters with which, to the disadvantage of the High School, many are now but poorly acquainted. When the Board is unwise enough to object to the expense, the local papers are usually found ready to lend the school the use of their columns.

(2) A circular letter of questions to parents is given each pupil when he enters the school. The answers contain all the information needed for the school register, with details as to the course of study selected and a statement of any special considerations that should affect the treatment of the pupil. If, as often happens, the parent has as yet no settled intentions, the answers show, in particular, how long the pupil is likely to remain at school, and transfer to the Principal the right to determine his course in the meantime. After the first year the problem can usually be solved.

(3) Teachers' meetings should be held regularly. On this subject it is unnecessary to enlarge. At such meetings the Principal correlates as far as possible, the work of the different departments; and, in particular, he takes measures to prevent over-pressure of work—an evil which is, unfortunately, too general and for which the staff, not the system, is responsible. From time to time, the Principal also ascertains directly for himself the condition of the subjects in the different forms. One of his most important duties is to hold the balance amongst the different departments and to restrain the inconsiderate zeal of some of his assistants.



## SUPPLEMENTARY READING.

For many years, provision has been made for Supplementary Reading in English Literature, to extend the course in the prescribed texts, which is too narrow for culture and which, moreover, is often injured by examination considerations. The new regulations recognize two kinds of work in English Literature—the *class* work and the *supplementary* work. At present, no special texts are prescribed for the Lower School, except, of course, in the few schools which take up the work for District certificates. In the Lower Schools, accordingly, the class-work is to be selected by the Principal; in the Middle and Upper Schools, it is practically prescribed by the examinations; and the supplementary work throughout the schools is at the discretion of the Principal. If the selections have been properly made, the class literature will be of a more difficult character than the supplementary literature; for, as a whole, the former is to be studied under the immediate care of the teacher. The supplementary literature, on the other hand, should, also as a whole, be read at home or as seat-work, and should, accordingly, be so graded in the different forms as to maintain the pupil's interest throughout his course.

Attention should be paid to the important notes to the definition and the development of the subject of English Literature on pp. 66, 69, 70, and 71 of the new regulations. Two points in note 2, p. 66, in regard to the Lower School course are especially important:

(1) "In each of the Forms, three or four books (both prose and poetry) should be read each year as Class-work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages."

Under this clause, the course might consist, for example, of *Ivanhoe* and *The Lady of the Lake* (or *Evangeline*), followed, if practicable, by *The Merchant of Venice*; and in the second year, of *Silas Marner*, and a couple of the *Idylls*, followed, also if practicable, by *Julius Caesar*.

To some, such a course may appear to be too extensive. It has not, however, proved to be so when a rational plan has been followed. We should be satisfied if the pupil understands the meaning of what he reads. With a sympathetic and cultured teacher, the author may be trusted to do the rest. In the first year, the course would naturally begin with the prose. It should be taken up wholly in the class until the pupil is in a fair way to acquiring the habit of reading with the understanding. Then, still under the direct guidance of the teacher, part might be read at home or as seat-work, the pupil's difficulties and such others as the teacher thinks deserving of attention being carefully considered in the subsequent class-work. There are not more important exercises, it may be added, in this connection than the systematic oral and written reproduction of what has been studied. In dealing with words, sentences and passages, the pupil is apt to overlook their bearing upon the context. As mental discipline, too, the exercises are of great value.

(2) "It is further recommended that at the beginning of each school year a short list be made out for each Form, under a few heads, of such suitable works as may be obtained in the School, Public or other library and that each pupil be required to read during the year at least one under each head, in addition to those taken up in class."

Here we have the provision for Supplementary Reading, the course in which might be introduced in the first year, as soon as the pupil has become accustomed to High School methods. Speaking generally, the Supplementary Reading should be home or seat work, the pupil's difficulties being dealt with systematically in class, as in the case of Class literature. Oral

and written compositions might be based occasionally upon the Supplementary Reading also; but care should be taken not to make a task out of a course the object of which is the creation of a taste.

The books for the Class literature in the Middle and Upper Schools are purchased by the pupils. They should be purchased by the pupils of the Lower School also; excellent editions are to be had at from 10c. to 25c. each. (See Catalogue of 1902 and the Supplement of 1905). In some localities, the possession of the books is of advantage, not only to the pupils, but to a wider circle of readers.

Reference to the new programme will show that Supplementary Reading is enjoined in Geography, History, and Science, as well as in English Literature. To meet the difficulty of providing a sufficient supply of books, the following plan has been followed in a number of schools, with most satisfactory results. Before each session, the members of the staff, with the catalogues of the Public and other local libraries (including, of course, the High School library) before them, select therefrom a dozen or more suitable books for each Form under each of the following heads, the lists indicating where each book is to be found, and each pupil being required to read, during the ensuing school year, at least one from each list for his Form:

I. Prose Fiction; II. Narrative and Dramatic Poetry; III. Biography and History; IV. Travels and Explorations; V. Popular Science.

Modifications of such a plan may, of course, be desirable. As the pupil's taste develops, essays, etc., may be substituted for prose fiction, and poetry of a subjective character may be added. Good translations of the Ancient and Modern Classics and other works likely to create a taste for the languages and their literatures, should also have a place, and it should be the duty of each teacher concerned to see that the interests of his department are not neglected. The lists should be printed on slips, or inserted in the annual circular of the school, or, at least, be kept on the Form bulletin board. And further, when commending its list to a Form, the teachers should make such a statement in regard to the general character of each book as will enable the pupil to make an agreeable selection.

When the Public Library is not free, special arrangements may usually be made with its Board to supply the schools; and, for evident reasons, it would be to the interest of the locality to have at least the Principal appointed one of the members. Occasionally a public-spirited citizen has paid for the Library privileges enjoyed by the High School. In one or two localities already, as is now customary in the United States, the Library Board sends the necessary books in relays to the High School, and keeps its necessities in mind when making its purchases. From time to time, also, sets of half a dozen or so copies of suitable books should be added to the High School library, especially in the larger and wealthier localities, and where the supply from the Public Library is defective; for it is always better, if at all practicable, to have the books directly under the teacher's control. Under this system of Supplementary Reading, the provisions of Reg. 43 (2), (g), may readily be complied with. The pupil should be allowed to select the four works he will read; and if the tone of the school is what it should be, few precautions will be necessary to enable the Principal to give the necessary certificate to those who are candidates at a departmental examination.

Two other most important matters, here and there, still need attention. Especially in the Lower School, where the memory is plastic and the examination pressure is less in evidence, the pupil should be systematically required to memorize and to recite appreciatively choice selections in prose



and poetry. The selections should invariably be well worth storing in the treasure-house of the memory; but no more than a fair share of the pupil's energies should be expended on this part of the course. Oral reading has, also, for many years, been a prescribed function of the course in English Literature. It is not necessary, be it noted, to have all the text read aloud; but it is necessary that what is read should be well read.

#### ELEMENTARY SCIENCE.

Many of the objections urged against the Elementary Science course are due to inappreciation of present educational conditions, and a misapprehension of its intended character. The Nature Study of the Public Schools, the Elementary Science of the Lower School, and the Science of the Middle and Upper Schools are, it must be remembered, continuous courses. The Elementary Science course, accordingly, assumes, as it now stands, that the Nature Study course has been carried out; and, until it is, the former must be of a lower grade than it should be some years hence. It must also be remembered that, even when fully developed, the course will still be an elementary one. Some of the topics demand but a brief treatment; and the stress upon each of the others should be determined, in each school, by the mental disposition of the pupils, the material available, and the prevailing industries of the district, conjoined with the consideration that the course is a two years' one.

The notes to "Elementary Science," on pp. 67-68 of the Regulations, now quoted, in view of their bearing on what follows, give a concise but comprehensive outline of the general character of the work to be done:

"The objects of the course are to train pupils in correct observation and deduction, to give in connection with the instruction in Geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with Geography, Drawing, and Composition.

"Under each of the subheads in Appendix B, full details are given of the course, which is intended to be at least a two years' one. The order of the topics, however, is merely a suggested one. In Botany and Zoology, the extent and the character of the details are left to the principal and the teacher, and should be determined by the accessibility of the material and other local conditions. The courses in these subjects shall be practical throughout. Less attention should be given to the identification of plants than has hitherto been usual, and more to morphology, physiology, and ecology. When desirable, the agricultural applications of the subject should be emphasized. Each pupil should possess a good lens, and be taught how to use it. The compound microscope should be used regularly by the teacher for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher. The courses in Physics and Chemistry shall be as far as possible experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

"When practicable there should be an Aquarium, and every school should have an Arboretum and a Herbarium. A Museum consisting of specimens illustrative of the courses should also be established. The pupils should be encouraged to provide specimens from the locality.

"Floras and Faunas should be provided in the library; also other works of reference, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work. Drawing and systematic written description should be required throughout the course, and the specimens should be dated and preserved in note books for comparison and inspection, the work being systematically supervised by the teacher. In none of the Science classes shall notes be dictated by the teacher. Every pupil should keep a calendar of the dates of the unfolding of buds, the flowering of plants, and the first appearance of birds, insects, and other animals."

Culture is the great object of both the High and the Public School course. Both method and matter are important; but the method is always the more important. In the High School, however, the matter is more important and the course itself is less elastic than in the Nature Study of the Public Schools; for the necessities of the future citizen and of the Public School teacher must now be borne in mind. The Chemistry, be it noted, is an unsystematized introduction to the subject, with a minimum of theory; the Biology, a more comprehensive course, is also unsystematized, with however, provision for an organized view at the close; and the Physics, like the Science of the Middle and Upper Schools, is fairly systematized.

For evident reasons, it is intended that, as a general rule, the time from September to November and from April till the end of June shall be devoted to Biology. The apportionment of time to each of Botany and Zoology, should, on the whole, be about the same; but from week to week it will depend chiefly upon the material available. No time is fixed for Chemistry. Its logical place, however, would be during March, and, if necessary, part of February, at the close of the second year's course in Physics, to which, naturally, the winter months would be devoted. In schools where many pupils leave at the end of the first year, it would be wise to take the Chemistry to suit this condition; for, while the course is an introduction to the Middle School Chemistry, it deals with some common subjects of general interest and importance. In this case the subject should be reviewed at the end of the second year.

It is not intended that the topics of the Elementary Science course should be rigidly exclusive of one another, or be taken up in the exact order in which they appear on the programme. It often happens that facts in regard to more than one topic may be learned from the study of the same object. Questions in Physics and Chemistry often come up in connection with Biology; and, during the courses in Physics and Chemistry, material in Biology is often developed in the laboratory. From time to time also, suitable material, available for various purposes, is brought in by the pupils or gathered during the excursions. Such material should be dealt with at the time; but, when the work is reviewed, it is more systematic, and it will be found more convenient, to do so by topics. In any case, the broad, general principles are to be developed, and the teacher should select and arrange the details accordingly. To the pupil this course may, for some time, appear to be an unorganized one. It should never be so to the teacher.

It should be noted also that the group of subjects, included under Elementary Science, is obligatory only upon the pupil in the general course,



and the candidate for a teacher's non-professional certificate. Many Principals, however, advise all the Entrance Class to take the subject for one year at least, as a useful means of culture, and until their future course has been settled.

The following suggestions are the result of inspectorial observations during the past year:

(1). The ordinary physical and chemical laboratories may be made to serve for the four subjects of the Elementary Science course. Where at all practicable, however, it would be well to have a room reserved and specially fitted up for Biology. As has been pointed out above, a Herbarium and Arboretum, and a Museum are also indispensable, and some schools have already made a good beginning. There is no reason, either, why an Aquarium and a Terrarium should not be provided, except, of course, during the winter months, where the laboratory is not suitably heated. All this equipment should be the special charge of the Science Master; but the pupils and the public should contribute to it as occasion may serve. In a few years, indeed, the school may thus become a bureau of information of great value to the district. The school should also communicate, from time to time, with the Geological Survey at Ottawa, the Agricultural Department at Toronto (and Guelph), the Experimental Farm at Ottawa, and the Science Departments of the Universities, both to secure their periodical publications and to consult them when they can supply needed information.

(2). As the definition shows, the Elementary Science is observational and experimental. From the nature of the course, a class text book cannot be used in Biology; and, if the work is properly done, one will be unnecessary in Physics and Chemistry also. Books, however, should be constantly in use by the pupils for reference and for supplementary reading. In view of our experience, the method of the class work in Physics and Chemistry should present no difficulty if the object of the course is kept in view. In Biology, a subject largely new in character, the main feature should be the regular class discussions. In addition, and connected therewith, there should be other exercises suggested by the ingenuity of the teacher; as, for example, simple questions for investigation out of school hours, proposed to the class or to individuals; discussions prompted by the pupils themselves; essays on various topics with illustrative drawings; collections by individual pupils of classes of plants and animals. A few excursions should be provided for each Fall and Spring during school hours or on Saturdays. To permit of these in school hours, the class periods should be arranged so that the Upper School Science classes may be at work in the laboratory during the teacher's absence. For these excursions, it is indispensable that instructions be given the class before leaving the school as to what special points they are to attend to, what materials or phenomena they are to look for, and what particular locality they are to investigate. Without such system, very little demonstration can be made in the woods and the fields, and what should be one of the most valuable features of the course will become a wasted opportunity. A written report of his work should afterwards be required from each pupil, and the material collected and the observations made should be discussed as part of the subsequent class exercises. Some science masters place a book upon the teacher's desk in each of the class rooms concerned, in which pupils record from day to day any observations they may have made. Although, no doubt, crude at first, these observations are useful and stimulating for class work. Other teachers again, devote part of Monday's lesson to the discussion of observations made by the pupils during the pre-

ceding week. The amount of wood-lore which the pupils of rural schools possess and are able to collect is often surprising.

Next to the class discussions, the most valuable part of the work is the preparation of accurate notes by the pupils. For this a special book, not a mere scribbler, is indispensable.\* The first step in the class work is to teach the pupils what to record and how to record it: when he begins he can neither methodize nor discriminate. Until the class are able to put their work down in reasonably good form it should be written in rough note books, and after individual criticism by the teacher should be copied in the regular note books. After a month or so the pupil will probably be competent to omit the intermediate stage in the work of recording; but it will be many months before he can dispense wholly with the teacher's guidance in the work of discriminating. Unnecessary assistance must, however, be carefully avoided, and, in particular, notes must not be dictated by the teacher. The notes will, of course, deal only with the main points; they should be simply an intelligible record, whose main object, apart from the training gained in making them, is to enable the pupil to review his work. It will sometimes happen, of course, that the work in connection with a topic cannot be systematized and recorded until the observations have been completed; but, as a general rule, the record should be made as promptly as possible whether in the class or at home or at their seats depending upon circumstances.

As a means of expression the value of Drawing can hardly be overestimated. In many respects it is far superior to word description, and it should be employed wherever suitable. The Drawing, however, must invariably be a rigidly accurate reproduction of the object.

(3). The first duty of the teacher of Elementary Science (and of Physical Geography) is to make himself well acquainted with his environment—with the resources, the physical character, and the economic requirements of the surrounding district. It is not putting the case too strongly to say that, for the Biology in particular, the teacher's environment is his best text book. The better his scholarship, the better will be his teaching; but, if he relies upon mere book knowledge, he will signally fail to accomplish the object of the course. He should be able to tell the pupils where they can get material and to direct and correct their observations, although not with them on the spot.

(4) Before beginning his work, knowing the conditions and the number of lessons at his disposal, the teacher should make a tentative apportionment of so many lessons to each topic, subject, in Biology in particular, to necessary readjustment as his work proceeds. He should himself keep a note-book in which to record, from day to day, the work he has taken up in class. In Biology, of course, the material will vary in different localities, and, from year to year in the same locality; but there will be on the whole a general consistency of development. With such a note-book, the teacher can methodize his work as well as economize his time. As has already been pointed out, the order of the topics is at the discretion of the teacher. It would be well, though, for the inexperienced to follow in a measure the order of the syllabus until they are able to strike out for themselves.

Another matter of prime importance: *Throughout the whole course the teacher must supervise the work in the pupils' note books.* Without such supervision, note taking by juniors is practically worthless. This means slow progress at first, but it is work that will pay in the end.

\* At date of writing The Charles Chapman Co., London, Ont., and The Copp, Clark Co., Toronto have supplied such note books. The former supply also loose leaf scribblers, which are intended to save the teacher trouble in handling the first draft.



(5) In Elementary Science, as in the other subjects of the High School course, regular oral and written examination should be held on the preceding work, to test not only the pupil's knowledge of facts but his power to reason. The promotion examination at the end of the Lower School course should include this department, and the Principal's certificate for Part I, should take into account the Science Master's report of this promotion examination and of the work in the note-books as well as the other class exercises.

(6) In accordance with what has been already said, the text-books the teacher needs most for the course in Elementary Science are those that will help him to become familiar with his environment. The High School Reference list of 1902, with the Supplement just issued, contains a full list of modern works in Science, and the descriptive notes thereto will help the teacher in making a selection for both the pupil and himself. The following will be found suitable as a small library in Elementary Biology for his own use:

For General Biology: Coulter's *Plants*; Atkinson's *Elementary Botany*; Spotton's *Botany, Part I.*; Jordan, Kellogg and Heath's *Animals*; Colton's *Descriptive Zoology*; Thompson's *Study of Animal Life*.

For Agricultural Applications: Percival's *Agricultural Botany*; James' *Public School Agriculture*; Birkett, Stevens and Hill's *Agriculture for Beginners*; Roth's *A First Book in Forestry*. The first of these text books, probably the best "Applied Botany" we have, is a comprehensive treatise; the others will suggest work of an elementary character.

For Class-work: Pepoon, Mitchell and Maxwell's *Studies of Plant Life*; Walter, Whitney and Maxwell's *Studies of Animal Life*; Colton's *Practical Zoology*; Boyer's *Elementary Biology*. These text books suggest the general character of class work, but the treatment of the subjects is too advanced for the Lower School; no minute dissection should be attempted. Besides valuable discussions and useful information about plants and animals, the following contain practical suggestions in regard to class work, which are nearer our present stage of advancement, in the first year of the course at any rate: Silcox and Stevenson's *Modern Nature Study*; Lochhead's *Outlines of Nature Studies*; Hodge's *Nature Study and Life*; Dearness' *The Nature Study Course*.

For guidance in Practical Work: Muldrew's *Nature Study Collection*; Colton's *Teachers' Manual*; Ganong's *The Teaching Botanist*; Eugene Smith's *The Home Aquarium*; Hemenway's *How to Make School Gardens*; Brown's *The Taxidermist's Manual* (\$1.25, Putnam's Sons).

For identification and Classification: In addition to the preceding works, the teacher must possess or have access to Floras and Faunas, a sufficient supply of which should, at any rate, be in the High School library. The following are suggested, but, of course, a more comprehensive selection may be made from the Reference Catalogues of 1902 and 1905: Doubleday, Page & Co.'s *The Nature Library*, in 10 vols.; Spotton's *Botany, Part II.*, (The Flora); Muldrew's *Sylvan Ontario*; Keeler's *Our Native Trees*; Comstock's *Manual for the Study of Insects*; McIlwraith's *Birds of Ontario*; Chapman's *Color Key to North America Birds*; Merriam's *Birds of the Village and Field*; Everman's *American Food and Game Fishes*.\*

\* For details as to character and prices, see the High School Reference Catalogue of 1902 and the Supplement of 1905.



NOTE.—Ward's Natural Science establishment, 76-104 College Ave., Rochester, U.S., furnishes Colleges and Schools with every kind of Natural History collections except Botanical specimens and Insects. No Canadian house of its character has yet been established. The Chas. Chapman Co., London, Ont., furnishes Botanical, Entomological and miscellaneous supplies for practical work (labels, insect boxes, trays, etc., etc.)

#### COMMERCIAL COURSE.

Under the old regulations much energy was uselessly expended upon Bookkeeping. Pupils generally were put into Bookkeeping because a comprehensive course in it was supposed to be necessary to all classes of citizens, and sometimes because they were not otherwise engaged when the subject was being taught those intended for business. As a matter of fact, the knowledge of commercial transactions the ordinary pupil needs may be readily acquired in connection with Commercial Arithmetic. A well taught commercial course affords, it is true, good mental discipline; but the pupil who is not intended for business should get his discipline from the subjects that are of immediate importance to him. That system of organization is best which best utilizes the pupil's energies. Under the new regulations the Bookkeeping Course on p. 68 is obligatory for teachers' certificates only, while on pp. 73-74 a special course in commercial work is provided for those who wish it.

The minimum amount prescribed for Part I of the non-professional Junior and District Teacher's certificates is given in the note to the course on p. 68. As the note also points out, the sets prescribed are to be the *first* work done in these sets, *note copies* of preliminary drafts. This means, be it carefully noted, that, before the pupil begins the three prescribed sets, he shall have had ample preliminary training. In accordance with the scheme of organization already advocated, the course in Bookkeeping should be an intensive one of about six months, from, say, January to the end of June of the first year. When, however, as is sometimes the case, there is not outside pressure for commercial work in the first year, the course might with advantage be postponed to the second. Then, owing to previous training and greater maturity, the pupil can accomplish the work with less difficulty and in a shorter time. Moreover, with this organization, no special provision will be needed for those who enter at the second year without having completed the work.

In some of the special courses, heretofore too little attention has been paid to Stenography and too much to Bookkeeping and Business Papers on the one hand; while, on the other, the subjects of general culture have not been stressed enough. General adaptability is an indispensable adjunct of technical knowledge. The intelligent business man, it is well known, prefers to the so-called business graduate the high School pupil who has been well trained, and who, in particular, is a good speller and ready reckoner, and can write a good hand and compose a good letter, even if his course in Bookkeeping has not been a very extensive one. Moreover, the number who, on leaving school, are entrusted with the account books of an important business is very small indeed. The difference between the commercial courses of the business College and those of the High School should be the emphasis the High School places upon a good general education. In schools where the commercial classes are not segregated from the others in the first year, all might take together at least the subjects that are common [see Reg. 39 (4) and (6)]. In this year the subjects of general culture should receive

special attention, the stress being afterwards transferred to the subjects of the commercial course. Indeed, in the first year, the Bookkeeping for the Junior Teacher's certificate would be ample even for the commercial section. No school at present has a commercial course of more than two years. In the note at the foot of p. 74 provision is made for one extending over three years. In our cities, at least, it should soon be practicable to have such a course. Two years of High School training is too little for the business man of the future.

#### ART COURSE.

Heretofore, practically no special equipment or accommodations have been provided for the department of Art, although, obviously, its efficiency depends upon these as much as does the department of Science. In the larger schools a commodious and well-lighted room should now be set apart, furnished with suitable desks and presses, ample blackboards, and water supply and at least one sink. Here, too, the walls should be adorned with good reproductions of the best pictures (See under "School Decoration" below). The influence of artistic surroundings in the Art-room, in particular, cannot be overestimated. When a separate room is not available, one of the ordinary class-rooms should meet the foregoing requirements as far as practicable. In such class-rooms care should be taken when water-color work is to be done to have water in individual cups or glasses, so provided that no time shall be lost either at the end or the beginning of a lesson: an additional ink-well in each desk would meet the case conveniently. A set of drawing models of wood or painted tin should be purchased for the teacher's use, with vases and casts of various artistic objects; and each pupil might himself have a set of type models from which to do his drawing. The sphere, hemisphere, ovoid and spheroid must, of course, be turned from wood, but the rest may be easily made of cardboard or stiff manilla paper. On this subject, as, indeed, on many others, the teacher will find helpful suggestions in Nos. 1 and 2 of the drawing-books authorized for the old course. Blank drawing books should, of course, be used now, the teacher himself supplying the exercises.

When properly carried out, the old course had some practical value besides its educational value as hand and eye training. To these the new course is designed to add some æsthetic culture. We cannot, it is evident secure complete efficiency at first; this department, in particular, is one of slow growth at best; but we may gradually improve the situation.

As to the order of the subjects: Some teachers prefer to take all the first year in an elementary way, completing the course the second. Others, again, prefer to take the elementary course in part the first year, carrying over the rest to the second year. The plan to adopt will naturally depend upon the time-allowance for the department. From its nature, Drawing should, it is evident, be stressed the first year, seat-work being provided as far and as soon as practicable; and less class-work and more seat-work should be done the second. In the first year the subjects might be taken in the following order: Drawing from "Models" (the term includes all kinds of "objects"); Memory-drawing (under the old regulations known as "object-drawing"); the principles of Freehand Perspective, the subject, however, being taken up as needed with the Model and Memory Drawing and extended a little thereafter; Inventive Illustrative Drawing; Ornamental Design, introducing Practical Geometry and its application to Design. Orthographic and Isometric Projection (merely the elements) might be deferred to the second year, except where Manual Training is taken up; and,



in such schools, the Ornamental Design might be taken in the second year. Light and Shade and Color will, of course be used whenever applicable to the subjects of the department of Art.

For economy, as well as for purely educational reasons, it is most important that the principle of correlation, which is a leading feature of the new programme, should be observed throughout the Art course. The most effective work will, accordingly, be done if the Science-master teaches Drawing also; or being himself proficient in the art (as every Science-master should be) works in close harmony with the teacher of Drawing. This principle applies, it is manifest, with at least equal force, to the Practical Geometry of the course in Designing and the Introductory Geometry of the new Mathematical course.

Although color work has been prescribed for the Public Schools since last September, it will evidently be some years before even a majority can do satisfactory work with this vehicle. In most localities, indeed, the Public School work even with pencil has been unsatisfactory. It would be well, therefore, to devote as many as may be needed of the early lessons to practice with rectangular and circular models in light and shade. The pupil may thus be set on the way to acquiring the habit of accurate drawing—a habit of the utmost importance and one which he is less likely to acquire if he begins with irregular objects. He should then be carefully taught the use of brush and color. Thereafter, in the Spring and Fall, he can use his pen, pencil, and brush in Botany and Zoology as well as in the ordinary fields of Art. In Winter the same plan should be followed with Physics and Chemistry.

The preceding remarks deal, of course, with the Drawing prescribed on p. 68 of the Regulations—the course which is obligatory only for a teacher's non-professional certificate and for pupils in the general course, but which, on account of its culture value, deserves, for a year at least, the same consideration in the organization as has been recommended above for the Elementary Science. For some years, the special Drawing course on p. 80 can be taken in only a few of the larger Collegiate Institutes, and in most of such schools only when competent teachers can be procured. The attention of the teacher of Drawing is accordingly drawn to the course for Art Specialists. Circular No. 2, which defines it, contains a list of works of reference, and others will be found in the Reference Catalogue of 1902 and in the Supplement just issued. For the convenience of the teacher in the ordinary course, the names of the works which will be found most serviceable are given here:

For Model Drawing: *Light and Shade*, Cross, \$1.00, Ginn & Co., Boston; *Color Study*, 60c., the same author and publisher.

For Memory Drawing, Freehand Perspective, and Inventive Illustrative Drawing: *Text books of Art Education*, Prang; *New Drawing Course*, Vaughan, in four parts, 2/6 each, Nelson & Son, London, Eng.

For Ornamental Design: *Color Study*, Cross; *Design and Making of Patterns*, Hatton, 5/, Chapman & Hall, London, Eng.; *Science and Art Drawing* (complete Geometrical course), Spanton, 10/, Macmillan Co.; *The Bases of Design and Line and Form*, Walter Crane, 6/ each, Geo. Bell & Sons.

For Orthographic Projection: *Mechanical Drawing*, Cross, Ginn & Co., Boston. *Practical Plane and Solid Geometry*, Rawle, 1/6. Simpkin, Marshall & Co., London, Eng. *Science and Art Drawing*, Spanton.

For Isometric Projection: *Science and Art Drawing*, Spanton.



*School Libraries.*

No part of the school equipment is more important than the Library. There is no field of human enterprise in which the man who uses a library has not an advantage over the one who does not, and the school is the place where he should acquire the habit. Besides, the use of the High School library is the indispensable concomitant of the independent work which the new regulations enjoin. In this connection, two matters are of prime importance—the character and the situation of the reference books. Occasionally, some of the books are at present better adapted to the use of the adult, and the library is inconveniently situated. In the selection of the books the necessities of the junior pupil should be borne in mind as well as those of the senior; and the books themselves should always be readily accessible, and need not all be kept in the same room. The general reference books might be kept in a special room or in the Principal's room, of which the senior pupils should have the freedom during their study periods. Sometimes, however, the reference books most in use are, with advantage, kept on reading stands in the main hall. But the special reference library of each department would be more serviceable if in the class-room where it is most in demand. Manifestly, when a reference book is needed, it should be close at hand. Here it is well to emphasize the fact that the Education Department has just issued a Supplement to the Reference catalogue of 1902. No book has found a place in either catalogue the value of which has not been attested by competent authorities. Teachers may, therefore, make their selection from either with confidence in its reliability.

*Text-Books.*

Since the issue of the list of 1904 some additional High School text-books have been authorized. Two in particular deserve special consideration: Baker's *Theoretical Geometry for Schools* and *The Principles and Practice of Reading*. The former has been prepared for the use of the forms that will go up for the University Matriculation and the Teachers' non-professional examinations of 1907; for the new courses in Geometry come into full operation in both the Middle and the Upper Schools after the examinations of 1906. Many of the selections in *The Principles and Practice of Reading* are suitable for the Literature class and may be so used also; but the book has been prepared especially for the classes in Oral Reading, and experience has shown that the Reading lesson loses much of its freshness if the selections have already been used for another purpose. Oral Reading is subsidiary to Literature teaching, and the meaning of the passage is the first and an indispensable step in the Reading lesson; but the main object of the Literature lesson is the cultivation of taste, while that of the Reading lesson is the effective rendering of the author's meaning. These objects are best secured in the earlier stages, at any rate, when the main object in each case is kept steadily in view. We should have correlation without confusion. The plan of *The Principles and Practice of Reading* is an excellent one, and, if properly used, the book will do much to lighten the teacher's labour and make his work more effective.

In par. 2, of the authorized text-book list, the following is emphasized:

"Books authorized for use in the Public Schools may be used in the Lower School, and it is recommended that, so far as the Principal may deem it advisable, these books be used for the first year instead of the corresponding High School books."

The recommendation applies to the Public School text-books in Arithmetic, English Grammar, History, and Geography. These books are seldom

if ever completed in the Public Schools, and, for economic reasons, should be used the first year in the High Schools. With such additions as the competent teacher will supply, they contain ample material for the period. A change in text-books should be made only after due deliberation and only with a new class; and the responsibility for advising the School board on the subject devolves on the Principal and not on his assistants, although, of course, the judicious Principal will seek their advice when their interests are affected. Reasonable notice should also be given by the Principal to the local bookseller, of any changes to be made in the text-books used in the High School. It has sometimes happened that desirable changes have been delayed in order to enable him to get rid of stock he has on hand. Sometimes, on the other hand, he has been treated with scant consideration.

### *Temporary Certificates.*

Reg. 37 (2) reads as follows:

"If, after due advertisement, a High School Board is unable to obtain a legally qualified assistant, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on application to the Board."

When the occasion arises, it will be proper for the Principal to point out to his Board that the application of a legally qualified teacher whose non-professional certificate includes the work to be done, is entitled to acceptance, no matter what may be its grade; and that a temporary certificate must be secured under the regulation, before the person without the legal qualification can be appointed. If a board desires a higher qualification than that available under its first advertisement, it is open to it to advertise again, offering a larger salary. On its failure, after reasonable efforts, to secure the kind of teacher it wants, a printed form will be sent on application to the Deputy Minister, to be filled in with such a statement as will enable the Minister to dispose of the case with due regard to both the local and the general interests. Reg. 35 (4) provides the Department with the means of enforcing its decisions. The scarcity of teachers which, it is alleged, has become acute in some departments, makes Reg. 37 (2) of more importance now than heretofore. The existing stringency, however, is not wholly attributable to this scarcity. The salary question, it is well known, is the important element in the situation. Competent teachers will remain in their positions and competent teachers will return to the ranks if adequate inducements are offered them.

### *School Decoration.*

In grading the accommodation special importance is now attached to School Decoration [See Reg. 149, (5) and (7)]. Not only should suitable color schemes be adopted for calsomining or papering the halls and class-rooms, but the walls (including, of course, those of the Assembly room) should be decorated with good pictures; and casts, vases, and other ornaments should be provided. After 1905, Grade I. will, accordingly, not be given the halls or the class-rooms which are bare of ornament or unsuitably colored. In the present condition of most of the schools of the Province, it would be unreasonable to expect paintings (and the chromolithograph is seldom good); but good photographs (especially carbons), etchings and engravings may be bought at moderate prices, and, in the matter of casts and vases, the form is of more importance than the material. Quality is more to be desired than quantity; all the Education Department expects is that each school shall, from year to year, make a reasonable effort to



comply with the requirements. Very generally, as is well known, we have good substantial school buildings, and grounds that are by no means discreditable. We should now make an organized effort to improve the interiors. To this end the Literary Society and the Graduating Class may be expected to contribute, not to speak of public-spirited citizens. In the words of U. S. Commissioner Harris, our pupils should have "not merely the piety of the heart, but the piety of the intellect that beholds truth, the piety of the will that does good deeds wisely, the piety of the senses that sees the beautiful and realizes it in works of Art."

On p. 63, Section XIV. of the High School Reference Catalogue of 1902, will be found suggestions on the subject of School Decoration. No more useful book has been published on the subject than Burrage & Bailey's *School Sanitation and Decoration* (\$1.50, D. C. Heath & Co., Boston). Every school library should have a copy and every School Board and Principal should consult it.

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## II. ORDERS IN COUNCIL.

Mr. John S. Mercer granted a certificate as specialist in Manual Training. Approved 27th January, 1905.

Miss Lucy Cumming appointed Instructor in Sewing at the Ottawa Normal and Model Schools, the appointment to date from 1st November, 1904. Approved 27th January, 1905.

Graduates of McGill University, Montreal, who have pursued certain courses and fulfilled conditions prescribed by 51 of the Regulations of the Department to be granted non-professional standing of Specialists. Approved 27th January, 1905.

Miss Margaret F. McLeod granted a Second Class Certificate. Approved 31st January, 1905.

Holders of Second Class certificates awarded by the Province of Manitoba may be granted interim certificates for Ontario, and holders of other certificates granted by said Province may be recognized as having complied with the non-professional requirements for District certificates for Ontario. Approved 10th March, 1905.

Honor Graduates of Toronto University in the courses detailed to be granted non-professional Specialist standing in such courses. Approved 15th March, 1905.

Mr. John McLaughlin appointed Inspector of Schools for Manitoulin Island, and the Islands adjacent thereto, the Island of St. Joseph and the Townships of Rutherford and Carlyle in the District of Algoma. Approved 28th April, 1905.

Nine certificates to teach Household Science granted. Approved 5th June, 1905.

Honor Graduates of McMaster University in the courses detailed to be granted non-professional Specialist standing in French and German. Approved 14th June, 1905.

Miss Janet Wilson granted a certificate to teach Household Science. Approved 8th July, 1905.

Mrs. Miriam Williams Brown appointed Instructor in Reading in the Normal and Model Schools, Toronto, said appointment to take effect from the 1st day of September, 1905. Approved 12th July, 1905.



Certificate to teach Household Science in the Niagara Falls South High School granted to Miss Eliza S. Fitzgerald. Approved 9th August, 1905.

List of Text-books authorized. Approved 9th August, 1905.

Grants payable to Continuation Classes of the various grades specified. Approved 18th August, 1905.

Miss Nora Lefurgey granted a Second Class certificate. Approved 18th August.

Minister of Education, pending the final decision of the Courts on the question of the qualification of the Christian Brothers, authorized to grant at the request of Separate School Boards temporary certificates to members of religious orders. Approved 14th September, 1905.

Miss Jean Laidlaw appointed Lecturer in Kindergarten Principles in the London Normal School, the appointment to date from 1st September, 1905. Approved 15th September, 1905.

Miss Grace C. Leroy appointed Clerk and Stenographer for the Toronto Normal School, appointment to date from 1st September, 1905. Approved 15th September, 1905.

Miss Annie M. Delaney appointed Clerk and Stenographer at the Ottawa Normal School, the appointment to date from 1st November, 1905. Approved 4th October, 1905.

Appointments to the Educational Council made. Approved 3rd November, 1905.

Mr. Clarkson James appointed Clerk and Private Secretary to the Minister of Education, said appointment to take effect on and from 1st December, 1905. Approved 15th November, 1905.

Mr. Thaddeus William Henry Leavitt appointed Inspector of Public Libraries, said appointment to take effect on and from 1st November, 1905. Approved 15th November, 1905.

Certificates (twenty-one) to teach Household Science granted. Approved 15th November, 1905.

Certificates (two) to teach Household Science granted. Approved 15th November, 1905.

Mr. David B. Lattey granted an Interim Second Class certificate valid for two years. Approved 20th December, 1905.

Miss Helen Holland appointed Teacher of Household Science for the Ottawa Normal and Model Schools, the appointment to date from 1st January, 1906. Approved 22nd December, 1905. (Subsequently resigned.)

High School established in eastern part of City of Toronto, commonly known as Riverdale. Approved 29th December, 1905.

## APPENDIX G.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1905.

Inspectorate.	Name of school (section number and township) and amount expended for text books.	Total amount expended.	Total amount of Legislative aid.
		\$ c.	\$ c.
Middlesex, W .....	10 Lobo, 6.20; 6 E. Williams, 14.52 .....	20 72	10 36
Perth .....	1 Blanchard, 7.57; 6 Downie, 6.96; 8 Downie, 5.87 .....	20 40	10 21
Rainy River and Thunder Bay .....	1 Paipoonge, 10.65 .....	10 65	5 32
Renfrew .....	10 Raglan, 6.45 .....	6 45	3 22
Totals .....	7 schools .....	58 22	29 11

## APPENDIX H.—PUBLIC AND FREE LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF T. W. H. LEAVITT, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES RECEIVING A SHARE OF THE LEGISLATIVE GRANT, IN THE PROVINCE OF ONTARIO, FOR THE YEAR ENDING 31ST DECEMBER, 1904.

Owing to the resignation of Dr. May, Superintendent of Public Libraries, etc., on November 1st, 1905, my report is principally statistical; the retiring Superintendent not having furnished me with the necessary data upon which to base an estimate, specific in its character, of the progress made by the Public Libraries and Scientific Institutions which he had visited and examined during the year.

The following Public Libraries, Literary and Scientific Institutions, etc., were inspected during the year 1905:—

Algonquin, Ancaster, Athens, Atwood, Avonmore, Ayton, Beachville, Belleville, Berwick, Bracondale, Brighton, Brockville, Brussels, Burk's Falls, Burlington, Cargill, Colborne, Cornwall, Crysler, Depot Harbor, Deseronto, Drayton, Dundas, Emsdale, Elgin, Ethel, Fergus, Finch, Hamilton, Hamilton Literary and Scientific Association, Hawkesbury, Harriston, Huntsville, Ingersoll, Kearney, Lancaster, Listowel, London, Maitland, Markham, Monkton, Newboro', Oshawa, Ottawa Field Naturalists' Club, Ottawa Literary and Scientific Society, Ottawa French-Canadian Institute, Ottawa St. Patrick's Literary Association, Ottawa University Scientific Society, Palmers-ton, Parry Sound, Penetanguishene, Pinkerton, Port Elgin, Port Hope, Port Rowan, Prescott, Speedside, Sprucedale, Trenton, Unionville, Vankleek Hill, Watford, Walkerton, Walkerville, Waterdown, Westport, Wyoming.

The following Libraries did not report for the year 1904:—

Addison, Angus, Baden, Badjeros, Bancroft, Battersea, Baysville, Beeton, Belmont, Berwick, Binbrook, Bloomfield, Bognor, Brougham, Bruce Mines, Burritt's Rapids, Cheltenham, Cold Springs, Copper Cliff, Crysler, Dawson, Duart, Dufferin (Clanbrassie P.O.), Dundalk, Dundela, Enterprise, Finch, Flesherton, Fordwich, Forks of the Credit, Freelon, Gore Bay, Gorie, Hastings, Havelock, Highgate, Hillsburg, Holland Centre, Holyrood, Inglewood, Inkerman, Kars, Kearney, Keswick, Kinburn, King, Kintore, Linwood, Lion's Head, Lorne Park, Manitowaning, Maitland, Maxville, Maxwell and Feversham, Mono Centre, Mono Mills, Moose Creek, Morewood, Mount Brydges, Munster, Nairn Centre, Napanee Mills (Strathcona P.O.), Newbury, North Augusta, Oil Springs, Ophir, Ottawa, Perth, Poland, Powassan, Primrose, Queensville, Rosemont, Rosseau, Shallow Lake, Sprucedale, Sundridge, Tamworth, Thornton, Trout Creek, Tweed, Vandorf, Vars, Viclet Hill, Waterford, Watson's Corners, Webbwood, West Lorne.

The following Libraries were incorporated during the year:—

Deer Park, Frankford, Kerns (Milberta P.O.), South Mountain, Schomberg, Speedside, Sturgeon Falls, Walkerville.

Libraries closed:

Algonquin (books transferred to Public School trustees), Tilbury East (Valette P.O.), (books transferred to Tilbury Public Library), Vienna (books transferred to High School trustees).



The following table shows the locality of every Public and Free Library in the Province on the 1st December, 1905:—

## FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington .....	Camden, East.	Carleton .....	Munster.
" .....	Enterprise.	" .....	North Gower.
" .....	Napanee Mills (Strathcona [P.O.])	" .....	Ottawa.
" .....	Newburgh.	" .....	Richmond.
" .....	Tamworth.	Dufferin .....	Glen Cross.
" .....	Yarker.	" .....	Grand Valley.
Algoma .....	Bruce Mines.	" .....	Honeywood.
" .....	Chapleau.	" .....	Melancthon.
" .....	Goulais Bay.	" .....	Mono Centre.
" .....	Marksville.	" .....	Orangeville.
" .....	Nairn Centre.	" .....	Primrose.
" .....	Ophir.	" .....	Rosemont.
" .....	Port Arthur.	" .....	Shelburne.
" .....	Rat Portage (Kenora).	" .....	Violet Hill.
" .....	Sault Ste. Marie.	Dundas .....	Chesterville.
" .....	Schrieber.	" .....	Dundela.
" .....	Thessalon.	" .....	Inkerman.
" .....	Victoria Mines.	" .....	Iroquois.
" .....	Webbwood.	" .....	Matilda (Iroquois P.O.)
Brant .....	Brantford.	" .....	Morewood.
" .....	Burford.	" .....	Morrisburg.
" .....	Glenmorris.	" .....	South Mountain.
" .....	New Durham.	" .....	Winchester.
" .....	Paris.	Durham .....	Bowmanville.
" .....	Scotland.	" .....	Millbrook.
" .....	St. George.	" .....	Orono.
Bruce .....	Bervie.	" .....	Port Hope.
" .....	Cargill.	Elgin .....	Aylmer.
" .....	Chepstow.	" .....	Bayham.
" .....	Chesley.	" .....	Dutton.
" .....	Elmwood.	" .....	Port Burwell.
" .....	Glamis.	" .....	Port Stanley.
" .....	Hepworth.	" .....	Rodney.
" .....	Holyrood.	" .....	St. Thomas.
" .....	Kincardine.	" .....	Shedden.
" .....	Lion's Head.	" .....	Sparta.
" .....	Lucknow.	" .....	Springfield.
" .....	Mildmay.	" .....	West Lorne.
" .....	Paisley.	Essex .....	Amherstburg.
" .....	Pinkerton.	" .....	Comber.
" .....	Port Elgin.	" .....	Essex.
" .....	Ripley.	" .....	Harrow.
" .....	Riversdale.	" .....	Kingsville.
" .....	Southampton.	" .....	Leamington.
" .....	Teeswater.	" .....	Pelee Island.
" .....	Tara.	" .....	Walkerville.
" .....	Tiverton.	" .....	Windsor.
" .....	Underwood.	Frontenac .....	Battersea.
" .....	Walkerton.	" .....	Garden Island.
" .....	Westwood.	" .....	Harrowsmith.
" .....	Warton.	" .....	Kingston.
Carleton .....	Carp.	" .....	Mississippi.
" .....	Dawson.	" .....	Sydenham.
" .....	Kars.	" .....	Wolfe Island.
" .....	Kinburn.	Glengarry .....	Lancaster.
" .....	Manotick.	" .....	Maxville.
" .....	Metcalfe.	" .....	Williamstown.
		Grenville .....	Burritt's Rapids.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and  
Districts. Cities, Towns and Villages.

Grenville (*Con.*) Cardinal.  
 " Easton's Corners.  
 " Jasper.  
 " Kemptville.  
 " Maitland.  
 " Merrickville.  
 " North Augusta.  
 " Oxford Mills.  
 " Prescott.  
 " Spencerville.  
 Grey Ayton.  
 " Badjeros.  
 " Bognor.  
 " Chatsworth.  
 " Clarksburg.  
 " Dromore.  
 " Durham.  
 " Dundalk.  
 " Flesherton.  
 " Holland Centre.  
 " Holstein.  
 " Kemble.  
 " Hanover.  
 " Lake Charles.  
 " Markdale.  
 " Meaford.  
 " Maxwell and Feversham.  
 " Owen Sound.  
 " Priceville.  
 " Shallow Lake.  
 " Singhampton.  
 " Thornbury.  
 Haliburton Haliburton.  
 " Minden.  
 Haldimand Caledonia.  
 " Canfield.  
 " Cayuga.  
 " Cheapside.  
 " Dufferin (Clanbrassil P.O.)  
 " Dunnville.  
 " Hagersville.  
 " Jarvis.  
 " Nanticoke.  
 " Victoria (Caledonia P.O.)  
 " York.  
 Halton Acton.  
 " Burlington.  
 " Georgetown.  
 " Milton.  
 " Oakville.  
 Hastings Bancroft.  
 " Belleville.  
 " Deseronto.  
 " Frankford.  
 " Madoc.  
 " Marlbank.  
 " Stirling.  
 " Trenton.  
 " Tweed.  
 Huron Auburn.  
 " Brucefield.  
 " Blyth.

Counties and  
Districts. Cities, Towns and Villages.

Huron Brussels.  
 " Clinton.  
 " Dungannon.  
 " Ethel.  
 " Exeter.  
 " Fordwich.  
 " Goderich.  
 " Gorrie.  
 " Hensall.  
 " Molesworth.  
 " Seaforth.  
 " St. Helen's.  
 " Walton.  
 " Wingham.  
 " Wroxeter.  
 Kent Blenheim.  
 " Bothwell.  
 " Chatham.  
 " Dresden.  
 " Duart.  
 " Highgate.  
 " Tilbury.  
 " Ridgetown.  
 " Romney.  
 " Thamesville.  
 " Wallaceburg.  
 " Wheatley.  
 Lambton Arkona.  
 " Aberarder.  
 " Alvinston.  
 " Brigden.  
 " Bunyan.  
 " Copleston.  
 " Forest.  
 " Inwood.  
 " Oil Springs.  
 " Petrolea.  
 " Point Edward.  
 " Sarnia.  
 " Thedford.  
 " Watford.  
 " Wyoming.  
 Lanark Allan's Mills.  
 " Almonte.  
 " Carleton Place.  
 " Dalhousie.  
 " Elphin.  
 " Lanark.  
 " Maberley.  
 " Middleville.  
 " Pakenham.  
 " Perth.  
 " Poland.  
 " Smith's Falls.  
 " Watson's Corners.  
 Leeds Addison.  
 " Athens.  
 " Brockville.  
 " Elgin.  
 " Gananoque.  
 " Mallorytown.  
 " Newboro'.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.
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Leeds (Con.)	Westport.
Lennox	Odessa.
"	Napanee.
Lincoln	Abingdon.
"	Beamsville.
"	Caistorville.
"	Grantham (St. Catharines
"	Merritton. [P.O.)
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Cockburn Island.
"	Gore Bay.
"	Little Current.
"	Manitowaning.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Dorchester.
"	Glencoe.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Baysville.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
"	Severn Bridge.
Ni-issing	Copper Cliff.
"	Haileybury.
"	Kerns (Milberta P.O.)
"	North Bay.
"	Sturgeon Falls.
"	Thornloe.
Norfolk	Bloomsburg.
"	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberl'd	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Fenella.
"	Gore's Landing.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Brougham.
"	Cannington.
"	Claremont.
"	Oshawa.

Counties and Districts.	Cities, Towns and Villages.
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Ontario	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Beachville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tillsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Callender.
"	Depot Harbor.
"	Emsdale.
"	Kearney.
"	Parry Sound.
"	Powassan.
"	Rosseau.
"	South River.
"	Sprucedale.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Cheltenham.
"	Claude.
"	Forks of the Credit.
"	Inglewood.
"	Lorne Park.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
"	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Havelock.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Hawkesbury.
"	Vankleek Hill.
Prince Edward	Bloomfield.



## FREE AND PUBLIC LIBRARIES.—Continued.

Counties and  
Districts. Cities, Towns and Villages.

Prince Edward Picton.  
Rainy River....Dryden.  
".....Fort Frances.  
Renfrew .....Admaston.  
".....Arnprior.  
".....Burnstown.  
".....Cobden.  
".....Douglas.  
".....Forester's Falls.  
".....Pembroke.  
".....Renfrew.  
".....White Lake.  
Russell .....Russell.  
".....Vars.  
Stormont .....Avonmore.  
".....Berwick.  
".....Cornwall.  
".....Crysler.  
".....Finch.  
".....Moose Creek.  
".....Newington.  
".....Wales.  
Simcoe .....Alliston.  
".....Angus.  
".....Barrie.  
".....Beeton.  
".....Bradford.  
".....Coldwater.  
".....Collingwood.  
".....Cookstown.  
".....Creemore.  
".....Elmvale.  
".....Hillsdale.  
".....Lefroy.  
".....Midland.  
".....Orillia.  
".....Penetanguishene.  
".....Stayner.  
".....Sunnidale (New Lowell  
".....Thornton. [P.O.)  
".....Tottenham.  
Victoria .....Bobcaygeon.  
".....Cambray.  
".....Fenelon Falls.  
".....Kinmount.  
".....Kirkfield.  
".....Little Britain.  
".....Lindsay.  
".....Manilla.  
".....Norland.  
".....Oakwood.  
".....Omeme.  
".....Woodville.  
Waterloo .....Ayr.  
".....Baden.  
".....Berlin.  
".....Elmira.  
".....Floradale.  
".....Galt.  
".....Hawkesville.  
".....Hespeler.  
".....Linwood.

Counties and  
Districts. Cities, Towns and Villages.

Waterloo .....New Dundee.  
".....New Hamburg.  
".....Preston.  
".....Waterloo.  
".....Wellesley.  
Welland.....Bridgeburg.  
".....Fonthill.  
".....Fort Erie.  
".....Niagara Falls.  
".....Niagara Falls South.  
".....Port Colborne.  
".....Ridgeway.  
".....Thorold.  
".....Welland.  
Wellington.....Alma.  
".....Arthur.  
".....Belwood.  
".....Clifford.  
".....Drayton.  
".....Elora.  
".....Erin.  
".....Ennotville.  
".....Fergus.  
".....Glen Allan.  
".....Guelph.  
".....Harriston.  
".....Hillsburg.  
".....Morriston.  
".....Mount Forest.  
".....Palmerston.  
".....Rockwood.  
".....Speedside.  
Wentworth .....Ancaster.  
".....Binbrook.  
".....Dundas.  
".....Freelton.  
".....Hamilton.  
".....Mill Grove.  
".....Lynden.  
".....Saltfleet (Stony Creek  
".....Waterdown. [P.O.)  
York .....Aurora.  
".....Bracondale.  
".....Deer Park.  
".....Don.  
".....East Toronto.  
".....Highland Creek.  
".....Islington.  
".....Keswick.  
".....King.  
".....Maple.  
".....Markham.  
".....Mount Albert.  
".....Newmarket.  
".....Queensville.  
".....Richmond Hill.  
".....Scarboro'.  
".....Schomberg.  
".....Stouffville.  
".....Thornhill.  
".....Toronto.  
".....Toronto Junction.

FREE AND PUBLIC LIBRARIES.—*Concluded.*

Counties and Districts.      Cities, Towns and Villages.		Counties and Districts.      Cities, Towns and Villages.	
York ( <i>Con.</i> ).....Unionville.		York .....Weston.	
" .....Vandorf.		" .....Woodbridge.	
The above list may be classified as follows:—		Public Libraries incorporated since	
Public Libraries reporting ..... 264		1st December, 1904 ..... 8	
Free Libraries reporting ..... 133		Totals ..... 493	
Public Libraries not reporting ..... 74			
Free Libraries not reporting ..... 14			

## I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1904. (For details see Table A).

### 1. Classification of Public Libraries Reporting.

Public Libraries with reading rooms .....	90
Public Libraries without reading rooms .....	174
Total .....	264

### 2. Public Libraries—Receipts and Balances on Hand.

The total receipts of 264 Public Libraries was .....	\$57,685 66
Balances on hand .....	6,434 75

### 3. Public Libraries—Expenditure.

The total expenditure of 264 Public Libraries was .....	\$51,250 91
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### 4. Public Libraries—Assets and Liabilities.

Assets of 264 Public Libraries .....	\$389,244 95
Liabilities of 264 Public Libraries .....	9,179 95

### 5. Number of Members in Public Libraries.

264 Public Libraries have 32,303 members.

### 6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of volumes in 264 Libraries .....	504,963
Number of volumes issued in 264 Libraries .....	757,191

### 7. Reading Rooms in Public Libraries.

90 Public Libraries reported having reading rooms.  
 15 Libraries reported having periodicals for circulation.  
 105 Libraries subscribed for 2,108 newspapers and periodicals.

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TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not Free) for the year ending 31st December, 1904.

Public Libraries.	Receipts.				Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
Number.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.						\$	c.	\$	c.
1 Aberdeen .....	25 10	30 00	52 50	60 73	168 33		105	3,208	1,604	22	1,510 00	150 00		
2 Abingdon .....			7 00	10 55	17 55	8 64	103	366	477		175 82			
3 Admaston .....		20 00	12 50	48 74	81 24	9 60	103	1,216	859		550 00			
4 Alma .....	61 33	10 00	25 50	24 58	121 41	35 92	124	1,774	2,448	13	646 25	1 00		
5 Allan's Mills .....	14 69		12 75	2 36	29 80	7 97	105	543	445		375 00			
6 Alliston .....	20 45		56 00		76 45	78	84	2,024			1,546 22	7 20		
7 Almonte .....	101 28	150 00	140 00	16 50	407 78	3 32	159	3,747	3,230	23	3,915 64			
8 Amherstburg .....	123 21	150 00	63 62	238 43	575 26	104 14	128	3,382	3,689	20	5,395 00			
9 Ancaster .....		25 00	17 05	39 37	63 32	18 10	78	702	660		512 40			
10 Arkona .....	11 00	20 00	27 00	47 84	105 84	6 36	107	2,371	3,105	16	1,200 00			
11 Arthur .....	57 37	100 00	74 50	170 66	402 53	13 03	133	3,262	3,122	28	2,175 00	38 42		
12 Atwood .....	110 58	15 00	43 00	76 77	245 35	56 09	125	1,553	6,610		1,514 68	54 77		
13 Auburn .....	7 85	35 00	27 40	12 10	82 35	3 22	95	1,138	1,311	11	802 83	118 00		
14 Aurora .....	49 99		85 85	97 96	233 80	35 01	102	2,871	3,850		3,833 01	1,060 32		
15 Avonmore .....			53 00	48 12	101 12	73 77	55	1,294	1,456		659 30	20 00		
16 Ayton .....				486 13	486 13	13 93	135	657	1,000		413 74	195 00		
17 Barrie .....	135 09	250 00	272 75	124 40	782 24	1 42	307	4,824	10,548	20	1,977 86	453 50		
18 Bayham .....	16 45		13 50	25 75	55 70	30 43	54	739	1,098		525 32			
19 Beachville .....	95 11	5 00	40 50	228 41	369 02	3 03	134	901	1,574		615 26	60 77		
20 Beamsville .....	48 16	20 00	62 45	61 49	745 10	287 00	107	2,488	3,507	7	2,325 00			
21 Beaverton .....	41 80	49 75	92 25	30 71	214 60	14	164	1,441	3,018	23	1,234 23			
22 Belwood .....	46 06	15 00	23 00	72 62	156 68	4 21	126	1,580	3,018		1,314 42	6 03		
23 Bervie .....	42 83	35 00	8 25	4 55	90 63	1 32	104	1,580	789		822 00			
24 Blenheim .....	51 49	100 00	138 00	20 18	303 67	1 27	189	3,454	6,032	20	2,350 00			
25 Bloomsburg .....	2 72				2 72	72	81	195	500		50 00	8 00		
26 Blyth .....	47 32	20 00	26 90	15 30	109 52	37 47	105	1,737	1,350		698 50			
27 Bobaygeon .....	68 49	50 00	67 00	68 49	253 98	241 46	136	2,441	4,326	18	2,111 45	30 00		
28 Bolton .....	53 43	50 00	55 00	34 90	193 35	193 33	110	2,378	3,476	21	1,576 03	11 22		
29 Bowmanville .....	34 64		176 00	141 69	342 33	16 03	153	3,440	5,252	38	3,550 00	25 75		
30 Bracondale .....	21 52	25 00	30 50	640 16	737 18	102 55	122	880	2,169		661 05			
31 Bradford .....	50 50	30 00	49 20	51 66	181 36	181 16	113	2,455	3,369		1,860 85	50 44		

32 Bridgeburg .....	33 87	60 00	49 50	72 43	220 80	201 04	19 76	114	1 241	3 894	1 127 64	269 90
33 Bridgen .....	24 07	45 00	34 25	13 40	116 72	85 08	31 64	137	777	2 234	479 66	
34 Brooklyn .....	51 46	80 00	41 05	10 51	263 02	216 35	46 67	191	2 198	2 743	1 270 00	3 75
35 Brucefield .....	60 00	35 00	46 90	10 51	152 41	125 72	26 69	101	839	1 766	524 76	
36 Bunevan .....	39 87	5 00	8 00	63 25	116 12	90 92	25 20	114	612	526	411 00	
37 Burford .....	116 95		69 20	308 05	494 20	489 76	4 44	107	2 116	1 957	1 550 70	47 70
38 Burlington .....	37 53	75 00	64 50	120 79	297 82	233 45	64 37	129	2 538	4 744	1 905 51	
39 Burnstown .....	24 11		13 30	35 66	73 07	57 58	15 49	116	895	824	310 00	
40 Caistorville .....				116 89	19 93	19 93		126	379	584	297 75	
41 Callender .....	93 25	10 00	15 75	116 89	235 89	216 88	19 01	52	422	1 412	290 00	58 74
42 Cambray .....	39 68	50 00	12 60	43 96	146 24	137 32	8 92	108	1 051	2 252	739 28	
43 Campbellford .....	65 82	130 00	95 26	4 05	295 13	276 08	19 05	212	4 357	6 117	2 425 00	
44 Canfield .....	16 05	5 00	7 75	24 18	52 98	46 24	6 74	107	749	953	511 38	
45 Cannington .....	44 47	25 00	33 00	94 69	197 16	160 74	36 42	150	2 354	2 434	2 051 87	
46 Cargill .....	100 00	40 00	27 25	156 26	323 51	271 37	52 14	109	2 148	2 986	1 716 46	
47 Carp .....	45 49	15 00	50 50	1 15	112 14	87 20	24 94	102	1 379	1 458	1 033 10	
48 Chapleau .....			117 50	280 31	337 81	327 35	70 46	108	1 911	912	3 960 45	
49 Chatsworth .....	26 22		53 50	47 23	126 95	117 27	9 68	116	1 577	5 853	1 841 07	
50 Cheapside .....	26 46		16 75	21 04	64 25	54 65	9 60	111	1 577	1 009	1 132 24	
51 Chepstow .....	102 75	30 00	16 50	69 00	218 25	218 25		71	335	815	221 00	25 00
52 Claremont .....	60 43	40 00	26 75	7 20	134 38	130 65	3 73	119	2 579	2 154	1 935 37	4 00
53 Clarksburg .....	5 37		4 00	10 71	20 08	20 08		8	1 037		900 00	12 50
54 Claude .....	76 00		25 00	1 50	102 50	15 75	86 75	102	2 964	2 138	1 950 00	
55 Cobourg .....	136 96	100 00	151 50	132 79	521 25	520 51	74	252	3 909	1 675	2 350 00	16 00
56 Cockburn Island .....	50 00			50 00	100 00		100 00	50	292		263 82	213 82
57 Colborne .....		50 00	54 00	189 71	293 71	292 70	1 01	119	1 821	1 647	2 1275 00	135 90
58 Coldstream .....	51 69	10 00	26 85	74 18	162 72	152 44	10 28	113	1 697	2 980	7 972 00	
59 Coldwater .....	51 98		58 50	58 44	188 92	184 25	4 67	119	1 825	2 287	1 352 10	
60 Comber .....	107 30	43 03	50 00	58 54	258 87	254 24	4 63	100	1 869	2 326	1 566 51	
61 Cookstown .....	33 20	10 00	17 40	45 60	106 20	106 20		102	1 580	7 052	1 145 00	216 00
62 Depot Harbor .....			108 50	169 38	267 88	255 36	12 52	104	304	573	303 95	66 43
63 Dorchester .....			16 40	130 75	147 15	121 96	25 19	105	10 76	920	802 82	
64 Douglas .....	20 50		31 75		52 25	49 85	2 40	127	1 069	2 923	764 90	
65 Dresden .....	14 34	75 00	63 80	51 45	204 55	190 47	14 08	124	1 777	3 722	1 254 86	49 37
66 Dromore .....			12 00		26 34	26 34		77	577	757	298 59	
67 Drumbo .....	99 29	10 00	67 50	31 19	207 98	207 98		106	1 173	2 284	897 27	
68 Dryden .....			31 60	35 35	66 95	30 13	36 82	58	874	3 086	1 035 00	
69 Dundas .....	117 81	300 00	177 25	212 92	807 98	806 21	1 77	226	7 878	9 036	6 400 00	
70 Dunganon .....	13 59	35 00	18 00	48 65	115 24	107 24	8 00	97	1 845	1 838	365 00	
71 Dunnville .....	31 95	100 00	60 00	73 50	265 45	212 13	53 32	109	2 869	6 528	2 103 32	5 00
72 Durham .....	31 57	100 00	88 24	139 95	359 76	302 38	57 38	114	3 810	3 652	3 800 00	
73 Easton's Corners .....	20 82		26 25	38 27	85 34	21 13	64 21	50	1 116	1 118	816 72	
74 East Toronto .....	100 05		33 75	100 00	233 80	220 95	12 85	102	545	1 409	414 00	7 00
75 Elgin .....		25 00	44 00		69 00	69 00		46	584	184	340 00	78 00
76 Elmira .....	17 93	15 00	22 10	88 78	143 81	143 81		131	2 948	2 312	2 103 68	53 00

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—Continued.

Number.	Public Libraries.				Receipts.			Total receipts.		Expenditure.		Balance on hand.		Number of members.		Number of volumes in library.		Number of volumes issued.		Number of news-papers and periodicals.		Assets.		Liabilities.	
	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	
77 Elmvale.....	27 74	35 00	75 05	10 31	148 10	145 30	2 80	158	1,821	2,859	.....	.....	.....	.....	.....	.....	.....	.....	1,000 00	50 00	.....	.....	.....	.....	
78 Elmwood.....	22 06	10 00	17 82	63 21	113 09	102 67	10 52	124	724	1,359	.....	.....	.....	.....	.....	.....	.....	.....	442 33	.....	.....	.....	.....	.....	
79 Elora.....	90 59	113 40	143 50	158 41	505 90	417 03	88 87	135	9,454	6,440	20	.....	.....	.....	.....	.....	.....	.....	7,500 00	.....	.....	.....	.....	.....	
80 Elphin.....	.....	.....	.....	5 84	5 84	5 61	23 84	84	379	643	.....	.....	.....	.....	.....	.....	.....	.....	211 38	.....	.....	.....	.....	.....	
81 Embro.....	73 00	35 00	90 00	58 00	256 00	206 01	49 99	114	5,391	5,154	17	.....	.....	.....	.....	.....	.....	.....	4,355 78	.....	.....	.....	.....	.....	
82 Emsdale.....	55 06	10 00	9 65	28 42	103 13	100 93	2 20	105	1,140	450	.....	.....	.....	.....	.....	.....	.....	.....	715 00	45 56	.....	.....	.....	.....	
83 Ennottville.....	60 00	25 00	14 75	107 88	207 63	173 89	33 74	181	3,150	1,110	26	.....	.....	.....	.....	.....	.....	.....	2,700 00	.....	.....	.....	.....	.....	
84 Essex.....	62 09	175 00	61 25	95 14	393 48	387 08	6 40	163	2,904	3,511	.....	.....	.....	.....	.....	.....	.....	.....	2,616 45	.....	.....	.....	.....	.....	
85 Ethel.....	14 34	15 00	23 75	37 21	90 30	65 12	25 18	148	1,482	1,843	.....	.....	.....	.....	.....	.....	.....	.....	968 47	.....	.....	.....	.....	.....	
86 Fenella.....	25 96	.....	12 00	6 72	44 68	13 20	31 48	108	709	727	.....	.....	.....	.....	.....	.....	.....	.....	344 90	.....	.....	.....	.....	.....	
87 Fenelon Falls.....	74 34	75 00	96 25	147 65	393 24	388 47	4 77	132	3,792	4,716	32	.....	.....	.....	.....	.....	.....	.....	2,780 00	118 00	.....	.....	.....	.....	
88 Fergus.....	69 20	75 00	69 75	23 03	236 98	226 56	10 42	111	5,076	3,140	13	.....	.....	.....	.....	.....	.....	.....	5,960 00	.....	.....	.....	.....	.....	
89 Floradale.....	.....	.....	21 60	31 73	53 33	53 33	.....	105	2,134	1,837	16	.....	.....	.....	.....	.....	.....	.....	1,101 10	31 73	.....	.....	.....	.....	
90 Fonthill.....	47 47	50 00	38 50	57 68	193 65	143 07	50 58	117	2,845	2,959	.....	.....	.....	.....	.....	.....	.....	.....	2,648 04	.....	.....	.....	.....	.....	
91 Forrester's Falls.....	23 89	15 00	33 25	71 42	143 56	135 67	7 89	240	564	2,339	1	.....	.....	.....	.....	.....	.....	.....	300 27	.....	.....	.....	.....	.....	
92 Fort Erie.....	47 83	35 00	39 09	11 04	132 96	132 96	.....	106	2,917	3,721	.....	.....	.....	.....	.....	.....	.....	.....	1,848 00	4 17	.....	.....	.....	.....	
93 Fort Frances.....	63 12	40 00	44 00	16 58	163 70	138 18	25 52	119	1,254	2,751	11	.....	.....	.....	.....	.....	.....	.....	1,298 60	9 62	.....	.....	.....	.....	
94 Gananoque.....	102 97	250 00	274 00	92 52	719 49	621 52	97 97	202	3,519	12,591	20	.....	.....	.....	.....	.....	.....	.....	2,793 49	.....	.....	.....	.....	.....	
95 Glamis.....	100 00	20 00	10 75	41 62	172 37	172 37	.....	68	678	1,151	.....	.....	.....	.....	.....	.....	.....	.....	446 00	.....	.....	.....	.....	.....	
96 Glen Allan.....	31 38	.....	10 25	14 00	55 63	55 02	61 105	105	1,210	866	.....	.....	.....	.....	.....	.....	.....	.....	970 29	.....	.....	.....	.....	.....	
97 Glen Cross.....	20 92	15 00	18 30	23 66	77 88	55 17	22 71	100	146	873	2	.....	.....	.....	.....	.....	.....	.....	77 88	.....	.....	.....	.....	.....	
98 Glenmorris.....	38 52	.....	44 55	142 27	225 34	178 19	47 15	119	988	876	.....	.....	.....	.....	.....	.....	.....	.....	1,969 50	.....	.....	.....	.....	.....	
99 Gore's Landing.....	48 50	.....	2 00	39 50	90 00	3 50	86 50	.....	319	.....	1	.....	.....	.....	.....	.....	.....	.....	175 00	.....	.....	.....	.....	.....	
100 Goulais Bay.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250 00	.....	.....	.....	.....	.....	
101 Haileybury.....	19 76	.....	29 25	37 65	86 66	54 74	31 92	129	468	1,052	.....	.....	.....	.....	.....	.....	.....	.....	417 00	.....	.....	.....	.....	.....	
102 Haliburton.....	30 70	25 00	25 25	48 14	129 09	101 19	27 90	101	833	1,453	.....	.....	.....	.....	.....	.....	.....	.....	662 27	10 50	.....	.....	.....	.....	
103 Hanover.....	25 04	25 00	27 40	113 30	190 74	186 48	4 26	159	902	2,356	.....	.....	.....	.....	.....	.....	.....	.....	468 00	.....	.....	.....	.....	.....	
104 Harrington.....	.....	.....	52 50	50 40	102 90	81 78	21 12	105	890	1,029	.....	.....	.....	.....	.....	.....	.....	.....	542 70	.....	.....	.....	.....	.....	
105 Harrow.....	42 07	62 00	42 05	33 47	179 59	141 18	38 41	124	1,083	2,448	16	.....	.....	.....	.....	.....	.....	.....	250 89	.....	.....	.....	.....	.....	
106 Harrowsmith.....	33 43	.....	16 75	.....	50 18	35 30	14 88	67	309	708	.....	.....	.....	.....	.....	.....	.....	.....	198 45	.....	.....	.....	.....	.....	
107 Hawkesbury.....	.....	.....	195 00	20 60	215 60	211 15	4 45	114	370	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	



108 Hawkesville.....	25 00	12 15	10 54	47 69	43 40	4 29	105	836	713	378 04
109 Hensall.....	85 00	32 85	72 13	290 15	280 93	9 22	131	1,546	2,671	1,208 58
110 Hepworth.....		17 25		28 02	28 02		102	1,011	1,317	610 86
111 Highland Creek.....		18 00	41	42 52	31 00	11 52	112	1,474	998	1,248 00
112 Hillsdale.....		80 25		141 21	110 77	30 44	114	2,504	2,064	433 00
113 Holstein.....		61 00	159 94	255 98	233 25	22 73	128	897	869	610 05
114 Honeywood.....		30 50	86 25	135 45	78 98	56 47	109	423	3,130	165 00
115 Huntsville.....	175 00	74 50	15 75	390 25	378 55	11 70	115	3,401	8,483	2,270 00
116 Inwood.....		35 75	57 04	142 72	134 88	8 14	86	1,724	1,386	273 35
117 Islington.....	10 00	41 20	2 56	104 60	104 14	46	116	3,011	2,085	935 00
118 Jarvis.....		103 25	4 72	146 19	142 15	4 04	108	607	1,903	1,550 00
119 Jasper.....		17 50	92 22	92 22	80 20	12 02	62	1,004	832	405 00
120 Kember.....		16 45	103 66	159 68	158 33	1 35	105	1,004	832	695 60
121 Kincardine.....	160 00	73 05	99 35	414 74	413 70	1 04	187	5,377	9,691	3,725 00
122 Kingston.....	400 00	270 00	55 49	887 21	856 06	31 15	238	4,540	27,180	6,200 00
123 Kinnmount.....	50 00	37 00	91 95	270 63	262 82	7 81	120	1,681	2,779	1,245 75
124 Kirkfield.....	50 00	40 25	123 08	222 13	203 06	19 07	143	2,602	1,492	1,012 43
125 Komoka.....	10 00	50 85	5 00	132 18	122 89	9 29	102	335	1,020	217 66
126 Lake Charles.....		25 00	8 50	33 50	20 50	13 00	100	2,088	1,698	1,460 82
127 Lefroy.....	25 00	27 50	23 87	115 50	101 31	14 19	120	300	1,917	300 00
128 Little Britain.....	50 00	25 05	101 44	216 34	211 69	4 65	114	2,095	2,059	1,787 10
129 Lucan.....	50 00	19 90	15 99	112 65	112 65		115	2,125	2,074	1,818 00
130 Lynden.....	10 00	23 95	18 11	61 87	61 75	12	134	1,388	1,674	740 89
131 Maberley.....		5 50	18 25	23 75	23 75		112	364	486	201 50
132 Madoc.....		81 88	147 39	334 58	315 96	18 62	150	1,735	5,830	1,170 00
133 Mallorytown.....		94 00	12 25	139 06	139 06		175	1,392	2,099	1,025 44
134 Manila.....	50 00	19 15	27 21	197 28	192 81	4 47	111	2,682	1,549	1,978 74
135 Manotick.....		28 00	24 67	52 67	52 67		107	1,803	2,132	1,217 44
136 Maple.....	20 00	19 50	50 65	123 06	115 63	7 43	155	730	1,740	609 43
137 Markham.....		65 00	170 05	276 39	204 39	72 00	128	3,098	8,870	2,407 00
138 Marksville.....	25 00	26 50	10 70	62 20	62 20		105	871	1,833	580 46
139 Matilda (Iroquois).....		10 00	45 78	75 78	75 78		162	391	8,067	264 87
140 Meaford.....	75 00	103 50	310 84	537 06	447 92	89 14	216	2,795	4,867	2,150 00
141 Melancthon.....			22 85	22 85	22 85	2 09	43	1,099	1,555	572 38
142 Melbourne.....		25 50	53 53	166 51	164 42	30	102	682	1,022	625 00
143 Metcalfe.....	20 00	31 00	19 30	50 30	50 00	14 94	76	675	883	325 00
144 Middleville.....		16 40	61 00	80 40	65 46	15	107	2,073	1,792	1,177 70
145 Mildmay.....	40 00	17 10	30 68	158 08	157 93	5 37	121	529	1,129	317 87
146 Millgrove.....		6 25	41 86	62 71	57 34	18 64	174	3,517	3,614	4,200 00
147 Milton.....	25 00	57 10	74 11	160 95	142 31	13 19	102	1,217	1,699	938 67
148 Minden.....		23 00	33 78	115 21	102 02		68	1,203	890	700 00
149 Mississippi.....		25 00	1 25	95 82	95 82		87	793	1,396	549 82
150 Molesworth.....	15 00	25 00	250 66	333 90	261 58	72 32	112	1,449	2,127	1,000 00
151 Monkton.....	20 00	32 00	11 64	107 18	107 18		103	2,658	1,556	1,263 00
152 Mono Road.....	9 50	31 50	38 02	79 02	78 35	67				

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—Continued.

Public Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.							\$	c.	\$	c.
153 Morrisburg .....	85 59	75 00	144 70	72 61	377 90	377 90	.....	123	2,726	4,259	30	1,325 00	66 01		
154 Morrisburg .....	17 35	.....	35 25	7 84	60 44	60 05	39	101	1,324	1,571	3	763 75	.....		
155 Mount Albert .....	43 97	25 00	20 40	54 23	143 60	143 60	.....	109	868	1,625	.....	635 08	.....	39	
156 Mount Forest .....	59 00	100 00	68 25	30 35	257 60	248 72	8 88	142	3,097	3,981	14	3,134 35	.....		
157 Nanticoke .....	35 16	.....	14 00	71 64	120 80	106 28	14 52	145	2,010	1,284	.....	1,427 45	.....		
158 Napanee .....	162 29	125 00	234 25	166 18	687 72	650 93	36 79	221	4,598	12,868	37	3,386 79	.....		
159 Newboro' .....	99 60	.....	17 80	10 07	127 47	5 63	121 84	104	435	915	.....	329 22	172 20		
160 Newburgh .....	47 88	40 00	49 17	71 95	209 00	209 00	.....	100	2,060	1,547	22	1,430 00	107 00		
161 New Durham .....	45 45	.....	49 00	50 84	145 29	127 63	17 66	105	912	901	.....	473 24	93 96		
162 New Hamburg .....	99 68	75 00	57 00	5 30	236 98	222 98	14 00	114	2,820	4,113	.....	2,063 98	34 85		
163 New Dundee .....	.....	30 00	14 30	40 21	84 51	65 91	18 60	66	760	957	.....	449 64	.....		
164 Newmarket .....	35 95	200 00	12 10	13 42	261 47	261 47	.....	488	2,302	6,407	28	950 00	.....		
165 Niagara .....	107 41	50 00	150 55	4 20	312 16	308 94	3 22	117	6,456	10,519	27	5,386 00	.....		
166 Norland .....	49 00	50 00	15 25	42 23	156 48	152 50	3 98	70	544	1,219	.....	370 00	155 00		
167 North Gower .....	31 81	.....	34 25	48 24	114 34	107 50	6 84	116	1,964	3,603	.....	775 00	.....		
168 Norwich .....	107 26	50 00	79 60	38 11	274 97	249 53	25 44	102	1,955	3,407	25	1,330 44	.....		
169 Norwood .....	120 73	50 00	25 70	45 58	242 01	196 50	45 51	236	2,314	3,350	13	1,447 00	.....		
170 Oakville .....	48 63	100 00	71 65	23 20	243 48	242 73	75	160	3,604	3,288	13	2,860 00	.....		
171 Oakwood .....	26 08	50 00	24 60	138 82	239 50	239 50	.....	132	1,750	918	13	994 54	.....		
172 Odessa .....	31 20	.....	27 75	153 70	212 65	202 82	9 83	132	1,032	2,524	13	528 00	31 40		
173 Onemee .....	53 82	100 00	42 50	54 30	250 62	231 60	19 02	103	1,180	1,780	25	550 00	.....		
174 Orillia .....	108 16	200 00	254 00	50 29	612 45	605 51	6 94	275	4,576	8,561	26	4,355 00	240 00		
175 Orono .....	49 92	.....	39 00	4 00	92 92	87 74	5 18	101	1,269	1,973	.....	1,072 07	70 00		
176 Owen Sound .....	76 13	.....	233 57	56 00	365 70	365 70	.....	235	5,974	10,528	23	5,000 00	36 20		
177 Oxford Mills .....	.....	.....	13 25	38 00	51 25	51 25	.....	106	1,274	3,753	.....	1,028 24	16 02		
178 Pakenham .....	10 85	.....	14 00	313 68	338 53	151 31	187 22	28	195	142	.....	340 29	10 80		
179 Pelee Island .....	.....	.....	5 00	49 76	54 76	23 80	30 96	20	316	235	.....	286 90	.....		
180 Peterborough .....	133 70	.....	441 05	641 55	1,219 30	984 55	231 75	376	10,262	12,989	89	12,315 50	240 00		
181 Petrolia .....	61 84	.....	102 54	56 99	221 37	221 37	.....	120	1,016	3,108	.....	766 04	78 85		
182 Pickering .....	34 51	40 00	46 10	53 22	173 83	149 12	24 71	115	1,681	2,795	.....	1,074 76	45 00		

183 Pinkerton .....	78 22	30 00	25 00	53 47	186 69	185 16	1 53	100	1,603	1,606	3	1,125 82
184 Plattsville .....	20 07	.....	47 90	195 33	263 30	263 15	15	133	1,013	1,552	.....	570 00
185 Point Edward .....	100 00	67 70	105 00	6 76	279 46	262 72	16 74	116	3,006	2,977	.....	4,075 29
186 Port Arthur .....	89 71	439 21	160 00	62 76	751 68	642 96	108 72	206	2,447	4,171	25	3,344 57
187 Port Burwell .....	30 23	.....	18 40	26 08	74 71	74 71	.....	90	857	802	.....	432 50
188 Port Credit .....	39 32	20 00	17 25	21 12	97 69	97 43	26	116	1,756	1,765	.....	1,130 63
189 Port Dover .....	34 54	.....	60 50	34 95	129 99	106 55	23 43	103	926	2,159	7	645 00
190 Port Elgin .....	51 07	.....	32 00	15 30	98 37	89 33	9 04	130	3,251	3,139	17	2,018 53
191 Port Hope .....	146 25	.....	213 15	304 20	663 60	663 60	.....	177	4,526	7,213	37	5,087 08
192 Port Perry .....	88 92	85 00	103 50	226 91	504 33	504 33	.....	171	2,221	4,227	21	1,675 00
193 Port Stanley .....	27 19	25 00	36 00	1 15	89 34	88 98	36	106	1,262	1,893	.....	955 00
194 Priceville .....	72 40	.....	11 50	31 65	115 55	112 48	3 07	43	335	844	.....	208 39
195 Princeton .....	101 86	15 00	33 75	8 02	158 63	112 81	45 82	86	1,989	1,880	.....	1,230 00
196 Rat Portage (Kenora P. O.) .....	136 88	300 00	218 00	403 56	1,058 44	1,044 66	13 78	170	3,668	10,684	28	3,024 11
197 Richmond .....	45 75	.....	44 00	3 55	93 30	93 29	01	108	1,496	1,658	.....	1,118 00
198 Ridgetown .....	88 57	40 00	99 25	38 93	266 75	265 65	1 10	184	3,733	4,102	31	4,700 00
199 Ripley .....	27 99	50 00	71 00	44 51	193 50	150 50	43 00	123	1,855	3,671	.....	1,504 84
200 Riversdale .....	20 97	25 00	8 25	11 85	66 07	57 07	9 00	107	970	929	.....	696 08
201 Rockwood .....	32 35	.....	45 75	79 71	157 81	102 63	55 18	104	1,521	1,829	13	570 00
202 Rodney .....	37 44	10 00	15 00	4 07	66 51	66 51	.....	65	1,125	1,563	.....	1,084 68
203 Romney .....	58 60	40 00	37 10	21 28	156 98	119 10	37 88	125	2,546	1,250	.....	1,966 91
204 Russell .....	33 67	.....	56 90	189 15	279 72	250 02	29 70	133	1,727	1,781	26	2,734 72
205 Salfleet (Stony Creek P. O.) .....	100 00	75 00	36 10	24 35	235 45	223 21	12 24	147	1,207	3,368	.....	927 25
206 Scarborough .....	74 03	.....	80 20	38 40	192 63	163 60	29 03	104	5,683	2,817	.....	4,072 60
207 Schreiber .....	37 26	.....	244 65	1,027 44	1,309 35	864 24	445 11	213	1,676	3,672	12	2,860 28
208 Scotland .....	69 20	.....	48 25	103 73	221 18	201 80	19 38	113	1,277	1,678	22	986 89
209 Severn Bridge .....	48 67	.....	26 35	65 88	140 90	139 35	1 55	32	975	1,433	.....	307 33
210 Shakespeare .....	12 00	.....	34 00	52 19	105 16	103 68	1 48	36	1,589	2,157	7	1,042 60
211 Shelden .....	49 93	25 00	55 35	72 99	203 27	192 40	10 87	103	1,394	1,594	.....	728 25
212 Smithville .....	91 59	30 00	74 50	152 61	348 70	329 42	19 28	149	948	2,618	.....	761 75
213 Southampton .....	34 06	27 82	51 35	74 95	188 18	114 60	73 58	135	4,632	2,580	21	3,591 19
214 South River .....	.....	15 00	26 40	64 38	105 78	18 00	87 78	103	960	1,525	.....	1,175 42
215 Sparta .....	23 49	60 00	31 50	110 44	225 43	176 20	49 23	110	2,458	2,661	.....	1,907 38
216 Speedside .....	.....	.....	88 25	52 20	140 45	133 47	6 98	118	207	735	.....	129 71
217 Spencerville .....	14 40	10 00	17 00	71 70	113 10	113 10	.....	131	620	784	.....	300 00
218 Springfield .....	.....	26 00	15 00	23 81	64 84	43 59	21 25	60	1,620	1,242	.....	1,046 25
219 Stirling .....	153 74	40 00	52 50	46 05	292 29	135 71	156 58	124	661	3,053	.....	385 72
220 Strathroy .....	139 08	75 00	63 75	476 77	854 60	837 90	16 70	288	6,311	19,897	26	5,700 00
221 St. George .....	69 23	50 00	108 70	312 80	540 73	478 21	62 52	133	4,782	2,985	13	5,512 71
222 St. Helens .....	25 75	35 00	21 78	13 72	96 25	81 97	14 28	110	1,745	1,096	.....	1,150 00
223 Sunderland .....	77 88	55 00	18 75	131 22	282 85	238 47	44 38	120	1,950	1,145	26	1,496 00
224 Sunnidal (New Lowell P. O.) .....	.....	15 00	16 10	62 24	93 34	87 40	5 94	93	770	821	.....	400 00



TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—*Concluded*.

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.— <i>Concluded.</i>																					
Number.	Public Libraries.	Receipts.					Expenditure.		Balance on hand.		Number of members.	Number of volumes in library.	Number of volumes issued.	Number of news- papers and periodicals.	Assets.		Liabilities.				
		Legislative grants.		Municipal grants.		Members' fees.													Balances and other sources.		Total receipts.
		\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢		
225	Sydenham.....	68	74			65	60	109	97	244	31	240	62	3	69	178	626	6,049	23	275	00
226	Tavistock.....	127	05			78	00	287	75	492	80	391	76	101	04	104	3,507	9,885	27	1,938	80
227	Teeswater.....	116	68	30	00	111	70	128	16	386	54	291	76	94	78	224	3,916	3,904	16	2,250	00
228	Thamesford.....	37	22			47	80	54	29	139	31	137	31	2	00	128	1,871	2,679	16	1,355	90
229	Thamesville.....	12	52	125	00	91	50	285	15	514	17	462	48	51	69	104	3,591	3,318	21	3,096	40
230	Thedford.....	62	33			54	50	37	83	154	66	146	61	8	05	108	2,220	5,360		1,115	00
231	Thornbury.....	53	83	25	00	22	50	1	80	103	13	76	97	26	16	156	1,282	2,455		490	00
232	Tilbury.....	26	61	75	00	79	50	119	28	300	39	300	39			117	1,985	3,334	16	1,438	28
233	*Tilbury E. (Val- elle P.O.).....	32	87	35	00	8	00			75	87	67	94	7	93		1,682				
234	Tilsonburg.....	83	54	100	00	120	00	116	13	419	67	418	65	1	02	190	2,984	5,885	18	2,000	00
235	Tiverton.....			30	00	32	60	100	66	163	26	144	17	19	09	100	2,304	2,659		805	00
236	Toronto Junction.....	97	83	300	00	138	50	198	52	734	85	595	41	139	44	181	3,632	5,882	36	2,800	00
237	Underwood.....	50	51	35	00	35	00	9	16	129	67	123	80	5	87	179	2,687	3,531		1,178	02
238	Unionville.....	28	27	30	00	27	00	28	75	114	02	111	72	2	30	118	721	3,039		492	00
239	Vankleek Hill.....	73	31			44	50	12	89	130	70	130	70			130	1,058	2,693	1	1,017	07
240	Victoria (Caledonia P.O.).....	45	40			17	00	78	82	141	22	133	59	7	63	136	2,579	1,476		1,868	57
241	Victoria Mines.....	36	85	20	00	16	00			72	85	2	96	69	89	17	370	367		159	33
242	Vienna**.....	100	00			19	00			119	00	119	00			38	504	271		234	00
243	Wales.....	70	13			42	50	98	68	211	31	211	31			187	1,252	3,223		864	77
244	Walkerton.....	65	86	170	00	92	25	59	21	387	32	387	24	08		121	3,447	6,185	17	1,978	69
245	Walton.....			20	00	42	28	7	41	69	69	51	55	18	14	106	1,417	2,631	13	465	00
246	Wardsville.....	19	30			11	30	14	01	44	61	33	50	11	11	77	1,394	1,230		928	46
247	Warkworth.....	43	75	35	00	28	85	135	01	242	61	201	77	40	84	164	1,165	893	16	575	00
248	Watdown.....	50	88	30	00	28	60	42	25	151	23	141	39	9	84	164	1,449	2,158		410	00
249	Welland.....	99	89	100	00	77	10	60	81	337	80	281	14	56	66	169	3,938	5,237	33	4,588	26
250	Wellesley.....	53	90	25	00	34	25	95	89	209	04	209	04			130	1,590	3,014		1,118	57
251	Westport.....					60	00			60	00	60	00				256	625		300	00
252	Weston.....	23	83	50	00	39	75	6	33	119	91	119	56	35		130	3,282	4,108	28	2,350	00

253 Wheatley.....	49 45	80 00	74 06	85 95	289 46	270 70	18 76	109	1 666	2 905	.....	1 150 00	68 50
254 Whitby.....	55 99	75 00	94 15	107 57	332 71	318 03	14 68	101	3 291	5 668	.....	2 100 00	94 90
255 White Lake.....	34 35	.....	.....	43 07	77 42	66 02	11 40	125	827	574	.....	445 11	.....
256 Williamstown.....	57 57	35 00	25 75	11 19	129 51	96 18	33 33	108	1 653	1 835	.....	1 457 76	20 00
257 Winchester.....	.....	.....	62 25	26 88	89 13	79 76	9 37	158	775	.....	20	491 00	11 05
258 Wingham.....	125 94	325 00	75 35	60 47	586 76	573 55	13 21	414	3 833	11 863	49	2 640 00	.....
259 Wolfe Island.....	.....	.....	4 50	7 74	12 24	5 00	7 24	47	337	263	.....	220 00	.....
260 Woodbridge.....	42 33	.....	25 00	95 36	162 69	107 83	54 86	110	1 922	1 306	14	1 729 86	.....
261 Woodville.....	24 60	75 00	26 90	90 22	216 72	193 20	23 52	116	2 334	1 843	23	1 020 00	.....
262 Yarker.....	12 15	50 00	4 00	.....	66 15	54 64	11 51	100	522	1 295	.....	232 83	.....
263 York.....	41 50	25 00	14 50	4 93	85 93	77 25	8 68	117	967	2 480	.....	637 00	.....
264 Zepher.....	49 21	24 87	12 00	7 49	93 57	81 57	12 00	50	1 327	1 037	.....	704 41	95 18
Total.....	12 645 71	102 51 28	14 070 53	20 718 14	57 685 66	51 250 91	6 434 75	32 303	504 963	757 191	2 108	389 244 95	9 179 95

\* Library closed, books transferred to Tilbury Public Library.

\*\* Library closed, books transferred to Vienna High School.

## II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the annual reports for the year ending 31st December, 1904. (For details see Table B).

### 1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms .....	90
Free Libraries, without reading rooms .....	43
Total .....	133

### 2. Free Libraries—Receipts and Balances on Hand.

The total receipts of 133 Free Libraries was .....	\$162,075 11
Balances on hand .....	8,490 05

### 3. Free Libraries—Expenditure.

The total expenditure of 133 Free Libraries was .....	\$153,585 06
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### 4. Free Libraries—Assets and Liabilities.

Assets of 133 Free Libraries .....	\$1,005,217 56
Liabilities of 133 Free Libraries .....	104,744 07

### 5. Number of Readers in Free Libraries.

133 Free Libraries report having had 147,182 readers.

### 6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 133 Free Libraries .....	648,815
Number of volumes issued in 133 Free Libraries .....	1,750,042

### 7. Reading Rooms in Free Libraries.

90 Free Libraries reported having reading rooms.

92 Free Libraries subscribed for 3,848 newspapers and periodicals.



TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (Free) for the year ending 31st December, 1904.

Number.	Free Libraries.	Receipts.				Expenditure.		Balance on hand.		Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.		\$	c.					\$	c.
1	Acton	24 73	150 00	.....	16 38	191 11	\$	151 84	39 27	252	2 155	3 588	.....	2 210 78	.....
2	Ailsa Craig	68 78	100 00	4 10	121 86	294 74		213 46	81 28	156	2 516	2 590	.....	2 190 31	.....
3	Alton	65 05	.....	.....	31 06	96 11		96 11	.....	197	4 449	3 709	.....	4 613 53	.....
4	Arvington	102 53	100 00	19 65	31 55	253 73		253 73	.....	525	1 824	1 878	.....	1 300 00	196 56
5	Arnprior	50 79	100 00	.....	47 26	198 05		169 07	28 98	200	2 540	5 145	.....	1 428 98	.....
6	Athens	56 09	60 00	24 74	87 41	228 24		195 06	33 18	174	1 544	1 333	16	3 816 00	42 00
7	Athens	129 69	300 00	34 40	26 79	490 88		459 21	31 67	519	4 413	11 078	29	1 800 00	.....
8	Ayr	45 94	139 50	4 25	83 05	272 74		265 45	7 29	320	3 275	5 782	26	1 800 00	.....
9	Bellfountain	84 45	25 00	.....	1 55	111 00		111 00	.....	150	2 301	1 768	.....	900 00	.....
10	Belleville	150 65	800 00	.....	340 96	1 291 61		1 263 94	27 67	1 803	5 634	34 467	52	4 700 00	.....
11	Berlin	143 83	1 819 84	.....	106 15	2 069 82		2 069 82	.....	926	7 138	140 75	71	31 967 98	.....
12	Bothwell	65 23	100 00	.....	102 70	267 93		258 22	9 21	198	2 268	5 146	.....	1 550 00	.....
13	Bracebridge	125 40	413 50	32 97	122 76	694 63		691 43	3 70	394	2 174	9 143	25	2 106 18	.....
14	Brampton	133 25	470 00	.....	42 83	646 08		623 97	22 11	438	4 511	13 492	23	3 050 00	.....
15	Brantford	250 00	3 000 00	10 00	1 293 39	4 553 39		4 553 39	.....	2 885	19 840	56 394	136	57 000 00	.....
16	Brighton	121 23	195 00	.....	35 30	351 53		343 77	7 76	274	3 239	5 490	23	1 657 76	.....
17	Brightonville	243 93	1 200 00	29 25	298 05	1 771 23		1 741 22	30 01	2 726	10 524	40 025	53	22 500 00	.....
18	Brussels	96 17	153 00	.....	181 83	431 00		390 89	40 11	256	3 121	3 774	23	1 800 00	.....
19	Burk's Falls	20 67	400 00	.....	42 28	462 95		385 42	77 53	321	2 222	3 596	18	1 302 53	.....
20	Caledon	29 34	.....	15 75	243 20	288 29		218 26	70 03	105	3 501	1 445	.....	2 734 93	.....
21	Caledonia	95 57	50 00	.....	161 45	307 02		174 90	132 12	250	1 758	5 937	.....	1 625 80	.....
22	Camden East	48 07	.....	.....	94 77	142 84		142 84	.....	232	1 881	1 738	16	1 060 71	176 89
23	Cardinal	17 95	150 00	.....	154 58	322 53		263 07	59 46	214	4 837	2 909	23	1 100 00	.....
24	Carleton Place	116 10	300 00	.....	352 87	768 97		479 74	289 23	422	4 538	8 636	18	3 150 00	.....
25	Carryga	20 20	50 00	16 50	3 00	89 70		78 92	10 78	180	1 320	1 441	.....	10 75	28 56
26	Chatham	165 45	1 425 00	.....	297 61	1 888 06		1 739 99	148 07	650	6 481	17 851	40	25 508 49	.....
27	Chesley	87 89	197 35	.....	104 48	389 72		249 82	139 90	318	2 039	8 203	24	905 00	.....
28	Chesterville	115 47	50 00	.....	195 98	361 45		223 29	138 16	354	1 642	5 921	.....	1 443 27	.....
29	Clifford	59 78	100 00	14 20	.....	173 98		161 04	12 94	230	3 764	2 244	.....	1 884 29	.....
30	Clinton	152 03	165 00	.....	456 25	773 28		691 42	81 86	937	4 964	13 595	36	13 827 32	.....

TABLE B.—Continued.

Number.	Receipts.				Expenditure.		Balance on hand.		Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	Legislative grants.	Municipal grants.	Members' fees.	Balances and other resources.	Total receipts.	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
31 Cobden.....	25 56	63 56	9 65	.....	98 77	82 83	15 94	117	756	1,501	.....	45	640 67	5 65
32 Collingwood.....	45 90	1,250 00	.....	5,846 34	7,142 24	7,128 22	14 02	683	5,215	13,237	.....	.....	21,270 09	.....
33 Coppleston.....	48 90	.....	.....	.....	48 90	48 90	.....	99	1,350	1,374	.....	.....	800 00	.....
34 Cornwall.....	127 25	500 00	37 80	210 96	876 01	677 05	198 96	824	3,588	13,555	40	.....	10,700 00	.....
35 Creemore.....	28 96	25 00	.....	24 66	78 62	75 73	2 89	114	1,304	1,533	.....	.....	600 00	.....
36 Dalhousie (McDonald's Cors. P.O.)	11 83	.....	4 50	61 09	77 42	75 94	1 48	44	772	249	.....	.....	480 00	.....
37 Deseronto.....	131 20	600 00	.....	139 50	870 70	810 41	60 29	902	4,359	35,686	45	.....	2,636 71	31 63
38 Delhi.....	67 00	160 00	.....	53 69	280 69	258 99	21 70	196	1,766	4,395	15	.....	1,316 96	.....
39 Don.....	37 69	25 00	10 00	14 61	87 30	87 30	.....	120	1,142	440	.....	.....	768 97	.....
40 Drayton.....	70 63	150 00	.....	111 59	332 22	329 22	3 00	397	3,199	9,778	22	.....	1,414 96	240 55
41 Dutton.....	36 21	75 00	34 34	120 98	266 53	266 53	.....	135	1,838	2,335	.....	.....	1,417 23	43 39
42 Erin.....	28 50	65 00	.....	9 80	103 30	90 29	13 01	162	2,037	3,622	.....	.....	1,463 79	.....
43 Exeter.....	106 00	.....	19 00	68 81	193 81	145 24	48 57	523	4,492	10,038	22	.....	2,535 00	.....
44 Forest.....	90 64	325 00	.....	115 56	531 20	431 74	99 46	464	3,758	9,070	18	.....	3,340 00	30 00
45 Galt.....	250 00	1,475 00	.....	201 53	1,926 53	1,483 62	442 91	2,200	6,051	29,320	59	.....	6,900 00	.....
46 Garden Island.....	101 73	250 00	46 50	272 11	670 34	670 34	.....	138	5,960	1,769	37	.....	3,886 09	.....
47 Georgetown.....	96 96	200 00	7 25	113 51	417 72	320 78	96 94	340	2,998	8,748	31	.....	2,350 00	.....
48 Glencoe.....	100 62	140 00	12 00	10 94	263 56	256 13	7 43	265	2,503	3,275	.....	.....	1,210 00	.....
49 Goderich.....	110 92	415 00	.....	174 21	700 13	491 56	208 57	613	4,406	10,509	34	.....	1,750 00	.....
50 Grand Valley.....	58 64	197 91	.....	9 90	266 45	263 74	2 71	195	2,559	2,205	14	.....	1,600 04	.....
51 Grantham (St. Catharines P.O.)	100 00	75 00	.....	34 52	209 52	196 26	13 26	277	2,368	1,824	.....	.....	1,558 00	.....
52 Gravenhurst.....	47 00	200 00	.....	.....	247 00	200 78	46 22	543	2,563	6,739	.....	.....	1,150 00	34 86
53 Grimsby.....	132 97	835 00	.....	.....	467 97	440 39	27 58	762	4,647	16,416	23	.....	3,827 58	.....
54 Huelph.....	250 00	1,700 00	.....	108 15	2,057 99	2,057 99	.....	1,200	11,826	58,224	49	.....	12,285 00	.....
55 Hagersville.....	26 69	100 00	7 10	26 01	159 80	159 80	.....	276	2,067	5,236	14	.....	1,537 82	2 90
56 Hamilton.....	250 00	12,650 00	.....	978 55	13,878 55	13,792 83	85 72	14,424	26,517	117,369	151	.....	71,373 62	20,242 91
57 Harrison.....	73 31	225 00	6 25	46 30	350 86	331 81	19 05	395	4,532	6,230	29	.....	2,913 00	39 00
58 Hespeler.....	102 34	275 00	.....	122 26	499 60	409 69	89 91	401	3,542	9,371	29	.....	2,750 00	.....

59 Ingersoll.....	103 65	575 00	.....	.....	124 93	808 58	751 64	56 94	800	4,501	161 34	2,100 00
60 Iroquois.....	74 72	150 00	.....	.....	155 38	380 10	379 05	1 05	283	2,097	6,091	1,300 00
61 Kemptville.....	77 09	286 00	.....	.....	422 84	785 93	612 14	173 79	379	1,545	7,368	2,222 78
62 Kingsville.....	116 70	200 00	.....	.....	194 06	510 76	423 00	87 76	240	1,933	5,194	1,552 00
63 Lakefield.....	62 43	100 00	2 00	.....	24 47	188 90	174 82	14 08	1,650	1,313	2,275	650 00
64 Lancaster.....	121 96	84 50	1 00	.....	50 13	257 59	213 65	43 94	230	1,776	4,421	1,363 00
65 Leamington.....	100 36	40 00	.....	.....	812 22	763 42	763 42	48 80	303	3,439	5,266	5,099 65
66 Leamington.....	101 55	200 00	.....	.....	671 86	483 77	419 10	64 67	318	1,939	5,266	1,550 00
67 Lindsay.....	180 24	944 05	28 04	.....	182 22	483 77	419 10	64 67	516	3,941	19,607	17,216 53
68 Listowel.....	121 06	300 00	45 85	.....	10,505 84	11,658 17	536 16	41 53	627	3,353	10,465	1,110 00
69 Little Current.....	40 00	55 00	.....	.....	69 25	35 00	73 64	21 36	200	1,542	3,112	814 00
70 London.....	250 00	8,000 00	.....	.....	554 95	8,804 95	8,751 83	53 12	3,000	18,064	69,895	50,059 00
71 Lucknow.....	22 22	100 00	38 45	.....	45 74	206 41	189 31	17 10	263	2,982	3,622	1,575 00
72 Markdale.....	100 77	125 00	15 80	.....	14 68	256 25	256 25	.....	152	2,897	3,601	2,735 00
73 Marlbank.....	46 63	.....	.....	.....	62 09	108 72	108 72	7 40	217	703	1,499	532 90
74 Merrickville.....	100 04	125 00	10 30	.....	165 79	402 13	394 73	.....	240	3,035	5,494	2,541 99
75 Merriton.....	51 40	100 00	.....	.....	29 00	180 40	169 59	10 81	499	2,087	5,075	1,385 92
76 Midland.....	110 99	380 01	4 50	.....	20 27	515 77	507 65	8 12	566	2,834	9,008	1,040 00
77 Millbrook.....	75 93	175 00	.....	.....	204 07	455 00	311 65	143 35	308	2,176	7,158	1,593 35
78 Milverton.....	101 50	60 00	5 70	.....	92 98	260 18	242 55	17 63	201	2,330	3,117	1,767 91
79 Mitchell.....	78 28	335 00	16 30	.....	126 71	557 29	435 28	122 01	221	4,117	8,541	5,090 88
80 Newington.....	72 24	.....	36 15	.....	89 21	197 60	197 60	.....	100	647	258	1,893 81
81 Niagara Falls.....	156 55	775 00	117 95	.....	147 43	1,197 23	1,193 86	3 37	809	7,745	16,891	7,225 00
82 North Bay.....	66 72	150 25	.....	.....	18 98	235 95	235 95	.....	334	2,143	4,405	1,600 00
83 Orangeville.....	130 67	404 25	16 00	.....	63 67	614 59	521 86	92 73	557	3,809	7,519	3,700 00
84 Oshtawa.....	112 30	795 40	.....	.....	245 28	1,152 98	1,062 66	90 32	982	4,769	15,297	2,125 00
85 Otterville.....	.....	52 74	.....	.....	20 67	73 41	36 18	37 23	110	866	1,597	577 78
86 Paisley.....	63 53	251 00	24 15	.....	6 11	344 79	344 79	.....	275	4,498	4,238	2,800 00
87 Palmerston.....	118 86	275 00	.....	.....	152 07	545 93	486 17	59 76	.....	2,249	.....	1,724 00
88 Paris.....	88 00	500 00	30 50	.....	405 35	1,023 85	913 14	110 71	414	6,540	5,065	20,110 71
89 Parkhill.....	9 19	24 75	.....	.....	25 95	59 89	46 75	13 14	390	2,156	2,636	1,153 32
90 Parry Sound.....	49 02	310 00	.....	.....	150 33	509 35	456 90	52 45	154	2,002	4,270	1,225 00
91 Pembroke.....	130 78	503 96	.....	.....	169 79	904 53	858 74	45 79	694	2,409	7,103	1,395 79
92 Penetanguishene.....	93 52	343 91	.....	.....	.....	437 43	437 43	.....	361	5,028	9,674	3,035 00
93 Picton.....	150 31	693 00	9 00	.....	56 46	908 77	797 41	111 36	800	3,345	23,835	2,100 00
94 Port Carling.....	21 15	75 39	11 75	.....	62 73	171 02	161 77	9 25	135	1,439	1,153	675 00
95 Port Colborne.....	43 85	100 00	.....	.....	60 34	204 19	195 84	8 35	248	1,991	4,494	1,375 24
96 Port Rowan.....	.....	60 00	15 40	.....	161 58	236 98	236 98	.....	333	2,174	8,371	1,555 00
97 Prescott.....	125 59	275 00	.....	.....	55 33	455 92	448 41	7 51	930	5,248	10,506	5,450 00
98 Preston.....	106 99	250 00	.....	.....	167 52	524 51	423 72	100 79	471	6,446	5,767	6,575 40
99 Renfrew.....	43 97	300 00	3 00	.....	39 40	386 37	305 69	80 68	330	3,845	21,386	3,537 96
100 Richmond Hill.....	71 74	100 00	3 25	.....	39 54	214 53	174 55	39 98	175	3,200	2,472	1,950 00
101 Ridgeway.....	51 26	25 00	.....	.....	66 16	142 42	139 28	3 14	120	1,430	2,463	1,060 09
102 Sarnia.....	250 00	1,322 79	.....	.....	2,008 74	3,581 53	3,870 05	211 48	1,600	4,809	26,412	19,590 62
103 Sault Ste. Marie.....	132 40	440 00	125 75	.....	137 68	835 83	696 39	139 44	724	2,608	16,691	1,000 00



TABLE B. — *Concluded.*

Number.	Receipts.				Expenditure.		Balance on hand.	Number of members.	Number of library.	Number of volumes issued.	No. of newspapers and periodicals.	Assets.		Liabilities.	
	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	\$						c.	\$	c.	\$
104 Seaforth.....	114 34	307 67	7 75	45 17	474 93	461 80	13 13	434	4,962	9,725	15	4,763	13	600	00
105 Shelburne.....	30 33	220 00	.....	20 49	270 82	270 07	75	169	2,402	2,772	19	1,875	00	.....	.....
106 Simcoe.....	149 91	470 13	.....	508 58	1,128 62	795 65	332 97	599	5,637	12,888	49	7,332	97	.....	.....
107 Smith's Falls.....	136 17	1,100 00	.....	1,445 08	2,681 25	2,662 49	18 76	837	3,976	13,674	40	15,600	00	450	00
108 Stayner.....	45 00	80 00	6 00	8 60	139 60	136 69	2 91	257	1,752	3,892	.....	1,214	37	.....	.....
109 Stouffville.....	74 59	165 00	.....	131 80	371 39	343 65	27 74	387	4,198	8,279	30	4,383	00	.....	.....
110 Stratford.....	250 00	1,200 00	12 00	851 34	2,313 34	1,934 06	379 28	1,500	7,172	34,719	45	21,934	36	.....	.....
111 Streetsville.....	50 00	160 00	18 00	41 90	269 90	207 99	61 91	515	2,765	7,533	20	3,000	00	340	00
112 St. Catharines.....	250 00	2,500 00	.....	1,020 17	3,770 17	3,390 50	379 67	2,029	8,979	14,395	45	10,940	54	2,362	80
113 St. Mary's.....	84 65	450 00	.....	125 88	660 53	660 53	.....	430	4,623	14,228	22	2,524	00	52	66
114 St. Thomas.....	171 88	2,350 00	.....	225 74	2,747 62	2,562 23	185 39	2,806	9,223	19,942	47	5,400	00	.....	.....
115 Tara.....	40 52	75 00	9 50	28 53	153 55	115 40	38 15	120	2,009	1,817	11	2,040	02	23	95
116 Thessalon.....	86 95	224 00	.....	14 36	325 31	324 25	1 06	140	2,176	2,166	16	1,635	32	95	10
117 Thornhill.....	16 03	30 00	.....	16 56	62 59	62 11	48	127	868	955	3	595	43	.....	.....
118 Thornloe (New Liskeard, P.O.).....	35 28	175 00	18 40	.....	228 68	216 60	12 08	127	773	.....	.....	707	66	.....	.....
119 Thorold.....	139 07	400 00	.....	19 31	558 38	547 95	10 43	1,030	5,322	7,610	20	5,647	00	9	00
120 Toronto.....	250 00	35,223 00	.....	2,376 55	37,849 55	37,849 55	.....	64,449	136,065	397,264	912	273,970	23	50,373	73
121 Tottenham.....	.....	.....	.....	20 78	20 78	20 78	.....	74	2,461	1,097	.....	13	10	7	14
122 Trenton.....	100 27	250 00	25 00	60 00	435 27	435 27	.....	443	2,293	8,302	58	2,379	06	150	00
123 Uxbridge.....	76 10	250 09	45 10	343 64	714 84	714 84	.....	614	6,583	8,359	32	9,800	00	168	64
124 Walkerville.....	.....	1,200 00	.....	.....	1,200 00	216 39	983 61	.....	193	.....	.....	1,368	84	192	00
125 Wallaceburg.....	115 38	325 95	.....	430 72	872 05	390 38	481 67	450	2,407	9,182	24	1,997	69	.....	.....
126 Waterloo.....	116 95	790 68	.....	48 97	956 60	663 64	292 96	535	7,858	9,477	36	6,691	18	.....	.....
127 Watford.....	89 88	166 00	55 27	151 13	462 28	461 38	90	182	2,824	4,097	21	1,600	00	116	04
128 Westford.....	35 17	15 00	.....	7 70	57 87	57 50	37	108	1,502	361	.....	1,174	27	.....	.....
129 Warton.....	119 70	200 00	45 15	40 98	405 83	390 64	15 19	400	3,623	4,418	21	2,992	93	.....	.....
130 Windsor.....	250 00	2,900 00	.....	872 50	4,022 50	3,968 34	54 16	1,532	1,2471	51,260	75	42,986	88	650	00
131 Woodstock.....	139 74	995 95	106 57	805 75	2,048 01	2,045 50	2 51	991	6,395	24,041	38	3,800	00	.....	.....
132 Wroxeter.....	62 43	84 00	5 00	30 91	182 34	181 41	93	152	4,464	25 90	.....	4,303	90	.....	.....
133 Wyoming.....	40 43	75 00	27 50	37 20	180 13	180 13	.....	101	1,721	1,980	.....	1,025	00	36	60
Total.....	12,646 94	106,334 04	1,342 28	41,751 85	162,075 11	153,585 06	8,490 05	147,182	648,815	1,750,042	3,848	1,005,217	56	104,744	07

## PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES.

*Libraries with less than 250 Volumes.*

Bloomsburg, Glen Cross, Speedside, Walkerville.

*Libraries with over 250 and less than 500 Volumes.*

Abingdon, Caistorville, Callander, Chepstow, Cockburn Island, Depot Harbor, Elphin, Gourais Bay, Haileybury, Harrowsmith, Hawkesbury, Honeywood, Inwood, Komoka, Lefroy, Maberley, Matilda (Iroquois P.O.), Newboro', Rakenham, Pelee Island, Priceville, Victoria Mines, Westport, Wolfe Island.

*Libraries with over 500 and less than 1,000 Volumes.*

Allan's Mills, Ancaster, Ayton, Bayham, Beachville, Bracondale, Briden, Brucefield, Bunyan, Burnstown, Canfield, Cobden, Dalhousie (McDonald's Corners P.O.), Dromore, Dryden, East Toronto, Elgin, Elmwood, Fennella, Forester's Falls, Glamis, Gore's Landing, Haliburton, Hanover, Harrington, Hawkesville, Hillsdale, Holstein, Jasper, Maple, Marlbank, Marks-ville, Metcalfe, Middleville, Millgrove, Molesworth, Mount Albert, New Durham, New Dundee, Newington, Norland, Otterville, Port Burwell, Port Dover, Riversdale, Severn Bridge, Smithville, South River, Spencerville, Stirling, Sunnidale (New Lowell P.O.), Sydenham, Thornhill, Thornloe (New Liskeard P.O.), Unionville, Vienna, White Lake, Winchester, Yarker, York.

*Libraries with over 1,000 and less than 1,500 Volumes.*

Admaston, Auburn, Avonmore, Beaverton, Bridgeburg, Cambray, Carp, Clarksburg, Copleston, Creemore, Don, Dorchester, Douglas, Drumbo, Easton's Corners, Emsdale, Ethel, Fort Frances, Glen Allan, Harrow, Hepworth, Kemble, Lakefield, Lynden, Mallorytown, Melancthon, Melbourne, Minden, Mississippi, Monkton, Morriston, Odessa, Omemee, Orono, Oxford Mills, Petrolea, Plattsville, Port Carling, Port Stanley, Richmond, Ridgeway, Rodney, Saltfleet (Stony Creek P.O.), Scotland, Shedden, Thornbury, Vankleek Hill, Wales, Walton, Wardsville, Warkworth, Waterdown, Wepthyr.

*Libraries with over 1,500 and less than 2,000 Volumes.*

Alma, Alvinston, Athens, Atwood, Belwood, Bervie, Blyth, Caledonia, Camden East, Cayuga, Chapeau, Cheapside, Chesterville, Colborne, Coldstream, Coldwater, Comber, Cookstown, Delhi, Dresden, Dungannon, Dutton, Elmvale, Hensall, Highland Creek, Islington, Kemptville, Kingsville, Kinmount, Lanark, Leamington, Little Current, Madoc, Manotick, North Gower, Norwich, Oakwood, Pickering, Pinkerton, Port Credit, Port Colborne, Princeton, Ripley, Rockwood, Russell, Schreiber, Shakespeare, Springfield, Stayner, St. Helen's, Sunderland, Thamesford, Tilbury, Tilbury East (Valetta P.O.), Wellesley, Westford, Wheatley, Williamstown, Woodbridge, Wyoming.

*Libraries with over 2,000 and less than 2,500 Volumes.*

Acton, Ailsa Craig, Alliston, Arkona, Beamsville, Belfountain, Bobcaygeon, Bolton, Bothwell, Bracebridge, Bradford, Brooklin, Burford, Burk's

Falls, Cannington, Cargill, Chesley, Erin, Floradale, Glenmorris, Grantham (St. Catharines P.O.), Hagersville, Iroquois, Lake Charles, Little Britain, Lucan, Merriton, Mildmay, Millbrook, Milverton, Nanticoke, Newburgh, Newmarket, North Bay, Norwood, Palmerston, Parkhill, Parry Sound, Pembroke, Port Perry, Port Rowan, Shelburne, Sparta, Tara, Thedford, Thessalon, Tiverton, Tottenham, Trenton, Wallaceburg, Woodville.

*Libraries with over 2,500 and less than 3,000 Volumes.*

Arnprior, Aurora, Burlington, Chatsworth, Claremont, Claude, Dunnville, Glencoe, Elmira, Essex, Fonthill, Fort Erie, Georgetown, Grand Valley, Gravenhurst, Kirkfield, Lucknow, Markdale, Manilla, Meaford, Midland, Mono Road, Morrisburgh, New Hamburg, Port Arthur, Romney, Sault Ste. Marie, Streetsville, Tillsonburg, Underwood, Victoria (Caledonia P.O.), Watford.

*Libraries with over 3,000 and less than 3,500 Volumes.*

Aberarder, Amherstburg, Arthur, Ayr, Bowmanville, Brighton, Brussels, Deseronto, Drayton, Ennotville, Huntsville, Jarvis, Lancaster, Listowel, Markham, Merrickville, Mount Forest, Picton, Point Edward, Port Elgin, Richmond Hill, Walkerton, Weston, Whitby.

*Libraries with over 3,500 and less than 4,000 Volumes.*

Almonte, Blenheim, Caledon, Clifford, Cobourg, Cornwall, Durham, Fenelon Falls, Forest, Gananoque, Hespeler, Lindsay, Milton, Oakville, Orangeville, Rat Portage (Kenora P.O.), Renfrew, Ridgetown, Smith's Falls, Tavistock, Teeswater, Thamesville, Toronto Junction, Welland, Wiarton, Wingham.

*Libraries with over 4,000 and less than 5,000 Volumes.*

Alton, Aylmer, Barrie, Brampton, Cardinal, Campbellford, Carleton Place, Clinton, Exeter, Goderich, Grimsby, Harriston, Ingersoll, Kincardine, Mitchell, Napanee, Orillia, Oshawa, Paisley, Port Hope, Sarnia, Seaforth, Southampton, St. George, Stouffville, St. Mary's, Wroxeter.

*Libraries with over 5,000 and less than 6,000 Volumes.*

Belleville, Collingwood, Embro, Fergus, Garden Island, Kingston, Owen Sound, Penetanguishene, Prescott, Scarboro', Simcoe, Thorold.

*Libraries with over 6,000 and less than 8,000 Volumes.*

Berlin, Chatham, Dundas, Galt, Niagara, Niagara Falls, Paris, Preston, Stratford, Strathroy, Uxbridge, Waterloo, Woodstock.

*Libraries with over 8,000 and less than 10,000 Volumes.*

Elora, St. Catharines, St. Thomas.

*Libraries with over 10,000 and less than 20,000 Volumes.*

Brantford, Brockville, Guelph, London, Peterborough, Windsor.

*Libraries with over 20,000 and less than 30,000 Volumes.*

Hamilton.

*Library with over 100,000 Volumes.*

Toronto.



### *Ontario Society of Artists.*

The thirty-third Annual Report of the Society gives the following facts:—

The thirty-second Annual Exhibition was opened February 19th, 1904, by His Honour the Lieutenant Governor of Ontario. The Exhibition contained 238 works in all, of which 130 were oils, 96 water colors and the remaining 12 were in the classes of sculpture and design.

The two pictures selected by the Society at the Annual Meeting, in accordance with the annual grant of \$200.00 from the Provincial Government, were as follows:—

“Coming Storm.” J. W. Beatty. \$100.00.

“The Day is Done.” F. M. Bell-Smith. \$100.00.

The pictures selected by the Guild of Civic Art from the thirty-second Exhibition, and which were chosen by them to complete the spending of the Government Grant for this purpose, were as follows:—

“October.” W. E. Atkinson.

“Newfoundland Stream.” W. Smith.

“Bretonne.” George Chavignaud.

“Sunset Glow.” F. H. Bridgen.

The Provincial Art Gallery at the Normal School was re-hung. An Exhibition of the Society of Arts and Crafts was held in the Art Gallery. The Canadian Catholic Union held an Exhibition of religious pictures in the same place. The Architectural Eighteen Club also held an Exhibition.

The management of the Canadian National Exhibition was placed in the hands of the Society; the exhibit contained 141 oils, 64 water colors and 25 other works of Art.

The Central Ontario School of Art, which is affiliated with the Society, is carrying on its work, but the City and Government support is inadequate.

The Evening Life Class meets regularly twice a week and the average attendance is good.

## LITERARY AND SCIENTIFIC INSTITUTIONS.

### *1. Hamilton Scientific Association.*

The Association consists of a General Association and four branch sections, namely, Biological, Geological, Astronomical and Photographical. During the year the Executive Council held ten meetings at which the principal papers read were:—

Eclipses. Prof. De Lury.

Chemistry applied to Industry. C. B. Fox, B. A.

Probable Course of Evolution in Plants (illustrated). J. B. Turner, M.A.

The Conquest of Wild Canada (illustrated). Prof. S. P. Coleman, M. A.

Pompeii. Prof. G. W. Johnston, B. A.

Formation of Coal Beds and Life of Coal Forming Age (illustrated). W. A. Parks, Ph. D.

Origin of Banking in England. Stuart Strathy.

The Association reports a large increase in membership, and its financial position is improving.

The Astronomical Section reports 15 meetings; and two of its officers were selected by the Dominion Government to take part in the “Eclipse” expedition to Labrador.

The Biological Section has been very successful, some of its members having discovered several plants.

The Geological Section has been enriched by the addition of several valuable specimens and collections.

Several additions have been made to the Museum. The Camera Club forwarded a complete set of plates to the American Lantern Slide Interchange.

## *2. The Ottawa Literary and Scientific Society.*

The membership of the Society shows a slight decrease, but the receipts from members' fees increased by \$50.00. A donation of \$200.00 was received from Mr. John Manuel, one of the Life Members. Nearly 250 volumes were added to the Library by purchase and gift. The issues of books and magazines were:—

Books and bound Magazines, 3,910.

Unbound Magazines, 1,325.

The Lecture Course was highly successful and the attendance larger than in former years.

The programme was as follows:—

Inaugural Address.

Elements of Strength and Weakness in the Modern State. The President W. D. LeSueur.

Some British Political Leaders. Sir Louis Davies, K. C. M. G.

The South Seas (illustrated). Dr. Otto Klotz.

Prehistoric Man (illustrated). Prof. A. B. Macallum, Ph. D.

Songs of the Old Regime. G. A. S. Gillespie.

The Egyptian Campaign of 1882, as seen by a Young Canadian (illustrated). Major C. F. Winter.

Photography in Natural Colours (illustrated). J. S. Plaskett, B. A.

Some Words about Food. A. McGill, B. A.

Whaling Industries. Prof. E. E. Prince, F. R. S. C.

A New Method of Distributing Acetylene. E. A. LeSueur, B. Sc.

## *3. L'Institut Canadien-Français D'Ottawa.*

This Institute was founded in 1852. It is the only French Literary Society assisted by the Ontario Government. Unfortunately a recent fire crippled it financially and impeded its work.

Since the disaster the Quebec Government made a grant of \$100, and also donated some valuable books. A promise of books from the French Government has also been made. Aided by the Insurance, \$1,952, repairs have been made, new furniture secured and a piano purchased. The reading room is now supplied with 22 French and English papers and the Library is being gradually replaced.

During the winter months the Institute went to considerable expense in securing popular lecturers from a distance. The attendance at these entertainments was large and the programme included several literary treats of the highest order.

## *4. St. Patrick's Literary and Scientific Association.*

The number of members in this Association decreased during the year. The Report of the Librarian shows that only 406 books have been issued.

A series of free lectures were given in Association Hall. The Programme was as follows:—

The Formation of Mountains. Dr. Daly.

Social Settlements. W. McKenzie King.

Industrial Conditions. Samuel Gompers.  
 Gaelic Literature. Dr. O'Boyle.  
 John Philpot Curran. E. P. Gleeson, B. A.  
 English Literature. Martin Griffin.  
 The Land Settlement Question. D'Arcy Scott.  
 Biblical Exegetics. Dr. Van Becelaer.

### 5. *The Ottawa Field Naturalists' Club.*

The Ottawa Field Naturalists' Club reports a membership of 265, of which 29 new members were added during the past year.

The programme of winter soirees included:—

Address. J. F. White.

Short Popular Talks on the following subjects:—

Mammals. Messrs. Prince, Low, J. M. Macoun and Ballantyne.

Geology. Messrs. Ellis, Ami, Chalmers, Dowling and Keele.

Entomology. Messrs. Fletcher, Harrington, Gibson and Young.

Zoology. Messrs. Prince, John Macoun, Halkett and Odell.

Ornithology. Messrs. Kingston, E. F. G. White, Eifrig and W. T.

Macoun.

### *Programme for the Annual Meeting.*

Ferns of the Ottawa District. T. E. Clarke.

Botany. Messrs. Sinclair, John Macoun, Fletcher, Campbell and Attwood.

Report of Botanical Branch.

### *Excursions.*

Sub-excursions were held in the early summer to Beechwood, Blueberry Point, Beaver Meadow and Rockliffe.

Two general excursions were held during the season: one to Casselman, Ont., the other to Chelsea, Que. A feature of these trips was a short address on the work of the afternoon.

Volume XVIII of the Ottawa Naturalist contains 227 pages, with five plates. The following are among the papers which appear in this volume:—

The Canadian Species of Trochilites. Dr. J. F. Whiteaves.

Warbler Songs and Notes. Rev. G. Eifrig.

The Evening Grosbeak. Rev. C. J. Young.

The Grasping Power of the Manus of Ornithomimus altus. L. M. Lambe.

Some Canadian Antennarias. E. L. Greene.

Relationship Between Weather and Plant Growth. Dr. C. Guillet.

Nesting of Some Canadian Warblers. W. F. Kells.

The White Pelican of Manotick. Dr. J. F. Whiteaves.

On the Squamoso-parietal Crest of two Species of Horned Dinosaurs from the Cretaceous of Alberta. L. M. Lambe.

The Mountain Bluebird of Manitoba. N. Criddle.

The Food Value of Certain Mushrooms. Prof. F. T. Shutt.

New Brunswick Warblers. W. H. Moore.

Description of a New Genus of Rugose Corals from the Silurian Rocks of Manitoba. J. F. Whiteaves.

The Flora of the Peace River Region. J. M. Macoun.

The British Association President's Address. Prof. E. E. Prince.

Discovery of Eggs of the Solitary Sandpiper. Walter Raine.



Summer Warblers in Compton. L. M. Terrill.

The Winter Fringillidae of New Brunswick. W. H. Moore.

Landslide on the Lievre River. Dr. A. E. Barlow.

Canine Intelligence. Sir James Grant.

New British Columbia Rosaceae. E. L. Greene.

Some of the Rarer Plants of Wellington County. A. B. Klugh.

The valuable series of Nature Study articles, edited by Dr. James Fletcher, have been distributed among teachers throughout Canada. This work of the highest importance, as Nature Study is deservedly receiving increased attention in the Public Schools.

The Geological, Ornithological, Botanical, Entomological and Zoological Branches report a most successful year.

#### 6. *The Scientific Society of the University of Ottawa.*

Owing to the destruction of the University of Ottawa by fire, this Society not only lost a very valuable library and many scientific appliances, but also rooms in which to conduct investigations. In consequence the members decided to attend the meetings of the Ottawa Field Naturalists' Club in the Normal School Reception Hall, until such time as the University should be rebuilt.

During the year the Society expended for scientific books \$130.00, and a small sum for photographic supplies.

#### 7. *The Royal Astronomical Society of Canada.*

During the year there were 24 meetings of the Society. The papers and lectures were as follows:—

- (1) Astronomy and Physics of 1903. President's Address.
- (2) The Beginnings of Astronomy. Prof. A. Baker. M.A.
- (3) Electricity and Magnetism. Dr. C. I. Kelly.
- (4) Astronomical Chalk Talk. John A. Paterson, M. A., K. C.
- (5) The Sun-dial and its Lessons. J. E. Maybee, M. E.
- (6) The Work of Newton. Prof. A. T. DeLury, M. A.
- (7) The Sequel to Newton's Discoveries. Prof. A. T. DeLury, M. A.
- (8) Speculations on the Evolution of Solar and other Stellar Systems. Prof. A. T. DeLury, M. A.
- (9) The Relation of Philosophy to Ancient and Modern Theories of Cosmogony. Prof. J. Watson, M. A., LL. D.
- (10) The Planetesimal Hypothesis. Prof. A. P. Coleman, Ph. D.
- (11) Stellar Motions. A. F. Miller.
- (12) Man's Place in the Universe. J. R. Collins.
- (13) Solar Activity. Prof. Louis Léon.
- (14) The Paris Lunar Photographs. D. J. Howell.
- (15) Some late results in Astrophysical Research. W. B. Musson.
- (16) An Evening at the Observatory.
- (17) Review of Summer's Work.
- (18) The Shelburne Meteorites. Prof. DeLury and Prof. Walker.
- (19) Review of some recent Observations of the surface markings of Mars and other Planets. J. R. Collins.
- (20) The Diffraction Spectrum, with Experiments. C. A. Chant.
- (21) Eclipses. Prof. DeLury.
- (22) Biographical Sketches. Miss E. A. Dent.
- (23) Recent Lunar Photography. D. J. Howell.
- (24) Some recent Experiments with Reflected Light. C. A. Chant.

### 8. *The Canadian Section of the Society of Chemical Industry.*

At the second Annual Meeting, held in Toronto, March 25th, 1904, the chairman stated that the session had been one of unusual interest, as, for the first time, meetings had been held in Montreal and Ottawa. He also pointed out that full success could only be realized by holding meetings in different parts of the Dominion.

During 1904 the following papers were read and discussed:—

The Sugar Beet in Canada. Frank T. Shutt, M. A., F. R. S. C.

The Softening of Hard Waters for Purposes of Boiler Supply. A. McGill, B. A. Sec., F. R. S. C.

A Note on the Fractional Condensation of Air, with a View to the Commercial Production of Oxygen. E. A. Leseur, B. A. Sec.

Experimental Investigation of Certain Problems in Water Treatment. A. McGill, B. A. Sec.

Decomposition of Benzine at High Temperatures. G. W. McKee.

The Section reports a list of 114 members.

### 9. *The Canadian Institute.*

The fifty-sixth Annual Report of the Institute shows that twenty-two meetings were held during Session.

Twenty-four papers were read as follows:—

Science and English Law. The President.

Recent Work in Immunity. Prof. Mackenzie.

Principles of Insurance. Arthur Harvey.

Causes of Indian Famines. Rev. J. T. Sunderland.

Chemical Industries of Canada. Prof. Lang.

Medical Inspection of Schools. Dr. Hodgetts.

Forestry Problems in Canada. Dr. Clark.

Old Testament Science. Dr. McCurdy.

Finsen, His Life and Work. Dr. Dickson.

Architecture of China, Corea and Japan. H. B. Gordon.

Iroquois Beach. Prof. Coleman.

Scope and Methods of Sociology. W. Houston.

Dragon Flies. Dr. E. M. Walker.

Pan-Islamism. Dr. R. Davidson.

Volcanic Origin of Petroleum. Eugene Coste, M. E.

Civic Improvements. G. P. Hynes.

Silver and Cobalt Ores of Tamiscaming. Prof. Miller.

Folk-lore of the Hebrews. Prof. Murison.

Food of the Canadian Lumberman. Prof. Ellis.

After Images. Dr. A. H. Abbott.

The Novel as a Guide to Conduct. Prof. Keys.

The Geology of Trinidad. R. Lechmere Guppy.

Absorption of Fat in the Intestine. G. E. Wilson.

Meteorological Fore-casts. R. F. Stupart.

The Librarian reports:—

Donations to Library, 120.

Periodicals and volumes loaned, 1,189.

Exchanges received from 515 Societies, 2,347.

### 10. *Wellington Field Naturalists' Club.*

This Club reports that meetings have been held regularly throughout the year. On an average two papers have been read and discussed each evening.

Among the most important papers were the following:—

Some Fishes of the River Speed. T. Barlow.

The Genus *Aster* in Wellington County. A. B. Klugh.

The Canada Porcupine. W. H. Muldrew.

The Frogs of Wellington County. T. G. Jarvis.

The Short-tailed Field Mouse. A. A. Davidson.

The Conifers of Wellington County. T. J. Moore.

Specialization in the Study of Natural History. A. B. Klugh.

Observations on some Mammals. S. Beattie.

Some Mosses of the vicinity of Guelph. V. W. Jackson.

Botanical Observations in the Mid-winter. E. J. Colgate.

The Genus *Solidago* in South-Central Ontario. W. Herriot.

The Star-nosed Mole. A. A. Davidson.

The Sequence of Plumages and Moults of the Black-throated Green Warbler. A. B. Klugh.

The Mammalia of Northern Wellington County. Allan Brooks.

Several excursions were held in which valuable field-work was done.

### HISTORICAL SOCIETIES.

#### 1. *Essex Historical Society.*

This Society was paid a grant of \$100.00. The formal organization of the Society was completed January 19th, 1905. At subsequent meetings held the following papers were read:—

The Early History of Essex County. Francis Cleary.

Various papers on local subjects. Miss Kilroy, Miss Barr and Mr. F. Cleary.

The Ontario Historical Society met at Windsor, and its members were entertained by the local Society. During the meeting a trip was arranged to Amherstburg, where the citizens of that historic town gave the guests a cordial welcome.

The membership of the Society numbers 91, and the private contributions, up to July 11th, amounted to \$85.00.

#### 2. *London and Middlesex Historical Society.*

This Society was paid a special grant of \$100.00, and reports that eight regular monthly meetings were held during the year.

Valuable facts relating to pioneer life were collected and arranged, prizes having been offered through the Public Schools for such material.

The following pioneer papers were read:—

Col. Talbot by Judge Hughes.

The Settlement of Lobo. J. D. and Dr. Cl. T. Campbell.

Duncan McKenzie. Mrs. Ghan.

Reminiscences of Richard Stevens. Mr. McQueen.

Early Militia of Canada. Mr. McQueen.

Recollections of William Percival. Miss Burgess.

Laura Secord. Dr. Wolverton.



History of Union Jack. Miss Priddis.  
 Settlement of Canada's Boundaries. Mr. McVicar.  
 Addresses were delivered as follows:—  
 Relics of Early Days. Mr. Matheson, of Lucan.  
 Work of the Archivist. Mr. Fraser, Toronto.  
 Aboriginal Characteristics. David Boyle, Toronto.  
 Gifts of books and geological specimens were secured through Mr. C. F. Colwell, Ottawa.

### 3. *Lundy's Lane Historical Society.*

This Society received a grant of \$200.00.

The historian of the Society, Lieut.-Col. Cruikshank, issued part IV of his valuable "Documentary History of the Campaign on the Niagara Frontier in 1812-14." This volume embraces the battles of Stoney Creek, Beechwoods, or Beaver Dams, and Black Rock. It also contains a valuable map. A second edition of Queenston Heights was also published. Through the exertions of the Society a handsome granite monument has been erected by the Government of Canada on the Battle Grounds at Fort Erie. A full inscription has been prepared by the historian of the Society, which will be made in two bronze tablets, and placed on the shaft. The Society has devoted special attention to the collection and publication of historical documents. Lieut.-Col. E. Crookshank is the author of the following:—

The Battle of Lundy's Lane.

The Battle of Queenston Heights.

The Fight in the Beechwoods.

The Story of Butler's Rangers.

Drummond's Winter Campaign.

The Documentary History of the Campaign on the Niagara Frontier, in IV parts.

The following works, published by the Society, are also in print.

The Story of Laura Secord. Mrs. S. A. Curzon.

Memento of the Unveiling of the Monument on Lundy's Lane. W. Kirby.

The Annals of Niagara. W. Kirby.

Niagara 100 Years Ago. Miss Carnochan.

A Century Study. Rev. E. J. Fessenden.

Brief Account of Battle Lundy's Lane. Sir R. H. Bonnycastle.

Accounts of re-interments of remains of soldiers of 1812, found in 1891 and 1893, with addresses on each occasion.

### 4. *Niagara Historical Society.*

A grant of \$100.00 was given this Society. A second edition of The Taking of Fort George, was issued and a new publication, Reminiscences of Niagara, printed and distributed.

During the year the following papers were read:—

An Historic House. Janet Carnochan.

Extracts from Early Travellers in Niagara. Janet Carnochan.

U. E. Loyalists. Rev. A. Sherk.

Several valuable contributions were received, including:—

Michigan Historical Society, 27 vols.

Documents from the Dominion Archives, Ottawa.

Revolving case for photographs. Hon. Richard Harcourt.

Old Flags, Lincoln Militia.

Scrap Book, Manuscripts, etc. Mrs. Thompson, Toronto.

### 5. *The Ontario Historical Society.*

The Ontario Historical Society continues to exercise a wholesome influence by way of fostering the establishment of Local Societies, of which there are now twenty-eight. With two exceptions all these are affiliated with the Provincial Society. The last to organize was that of Thamesville, and is known as the Tecumseh Historical Society.

One of the most active local societies is that of Niagara-on-the-Lake, if we may judge from the amount of valuable printed matter published.

In many cases the local societies have been the means of collecting and preserving written and printed material which would otherwise have been lost, and in consequence matters of local history are no longer regarded as being of little account. There are numerous private collectors who have acquired material of much local or general interest. As it is extremely desirable that material of this kind should be preserved, the Ontario Historical Society will gladly pay the cost of transmission on anything that may be forwarded to it, either by post or express, which may have any bearing on local or Provincial History.

The last Annual Meeting was held at Niagara-on-the-Lake, and was well attended by most of the County and City organizations. It is not improbable that the next Annual Meeting will be held at Collingwood, where the Huron Institute has been lately organized.

### 6. *The Women's Canadian Historical Society of Toronto.*

This Society received a grant of \$100.00. Nine meetings of the Executive Council and six regular meetings were held. At the latter the following papers were read:—

Fiscal Reform as relating to Canada. By Mrs. H. C. Osborne.

A Chapter on Acadia. Lady Edgar.

Early Travellers in Upper Canada. M. Agnes FitzGibbon.

The French Royalists of the Oak Ridges. Miss Teefy.

Chateau Papineau. Miss Sara Mickle.

Quaker Settlements in Upper Canada. Miss Jean Graham.

The Development of Canadian Art. Divided into two papers, the second being illustrated by a volume of original water color drawings by the late Mrs. Jamieson, loaned by Mrs. James Bain. By Mrs. Wellesley Holmsted.

Canadian Wild Flowers. Mrs. Agnes FitzGibbons (now Chamberlin).

A Trip to Newfoundland. Miss Josephine MacCallum.

Extracts from an Officer's Diary at Plattsburg. Original lent by Mrs. S. G. Wood.

An open meeting was held in the hall of the Toronto Conservatory of Music, at which a paper on the late "Hon. Joseph Howe; His Life and Work," was given by Mr. George Morang.

Three hundred and fifty copies of Transaction No. IV have been printed and distributed.

The following donations were received:—

Report of the unveiling of the monument commemorating the first claim of Great Britain to the American Continent, from Mrs. Chamberlin.

An old Log-Book of the vessel Snowflake, Commander, Sanderson Brown, 1821, (with notes on the early settlement in Canada, Township of Georgina, by the commander), from Mrs. Seymour Corley.

Life of Lord Elgin, by Sir John Bourinot, from Mr. Morang.

Canadian Annual Review. J. C. Hopkins.

The Algonquin Manabozoho and Hiawatha. J. C. Hamilton.

The History of Goat Island. Dickson Patterson.

Sketch of Island of Orleans. Dr. Bowen.

Landing of the Popham Colony. Mrs. Chamberlin.

Reprint of "Canada and the Treaty Making Power. Thomas Hodgins.

Two pamphlets on the sites of Huron Villages in Simcoe County. A. F. Hunter.

Miniature flag-staff (naval) from wood taken from hull of frigate Lawrence, Sir James Yeo's flag-ship, 1813.

#### 7. *Women's Wentworth Historical Society.*

Government Grant, \$100.00.

It received fifteen new members during the year.

The indebtedness of the Society has been considerably decreased.

An anniversary tea was held at the battlefield (Stoney Creek) October 22nd, 1904, at which His Honour Lieutenant-Governor Clark and Mrs. Clark were present.

#### 8. *Wentworth Historical Society.*

Government grant, \$100.00.

It published Vol. IV, Journals and Transactions of the Society, containing nineteen valuable illustrations.

Mr. H. H. Robertson, the First Vice-President, collected data regarding the government building, which once stood on Burlington Beach, called the King's Inn, and burned by the United States forces in 1813.

Mrs. John Rose Holden gathered many interesting incidents and facts regarding Joseph Brant, the Brant Tract and Brant House.

The following papers were read and published:—

An Imperial Preference. Justus A. Griffin.

The Brant Family. Mrs. John Rose Holden.

First Agriculture Society in Wentworth. H. H. Robertson.

Gore District Militia, and the Militia of West Lincoln and West York.

H. H. Robertson.

The George Hamilton Burial Plot. Agnes Hamilton Lemon.

Historical Comment on the Origin and Development of some of the Laws of Ontario. Charles Lemon.

Militia Rolls of 1812. Justus A. Griffin.

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APPENDIX I.—REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

To the Hon. R. A. PYNE, M.D., M.P.P.,  
Minister of Education for the Province of Ontario:

I have the honour to submit herewith the report on the Library of the Education Department for the year 1905.

In the following table a record is given of the number of books loaned during the years 1896-1905 to the students of the Normal and Model Schools, and to the teachers and other persons.

The books are not loaned for a longer period than two weeks except in special cases.

Comparing the number of books loaned in 1905 with those loaned in 1904 there is a decrease of 800. In explanation of this difference I beg to state that owing to the longer term of the Normal School the students have more spare hours for study, and in preference to taking books home they study and make notes from them in the Library. Much more of this work might be done greatly to the comfort of the students if, in some way, provision could be made for a reading or study room in connection with the Library.

The students and other users of the Library are to be commended for their careful handling of the books. It is self-evident that the books that are in disrepair are in that condition through long continued use rather than from indifferent usage.

Books given out in the month of—	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905
January .....	573	699	608	484	526	518	542	587	673	646
February .....	1,040	1,370	928	868	948	1,124	959	1,036	970	848
March .....	1,270	1,702	1,393	1,158	1,454	1,563	1,084	1,538	978	777
April .....	1,021	1,111	882	848	766	997	1,187	899	854	497
May .....	843	923	969	895	911	867	832	901	738	723
June .....	400	609	677	518	540	576	510	591	482	317
July .....	32	254	265	256	231	317	336	168	220	296
August .....	16	184	233	329	224	176	233	152	259	260
September .....	295	514	410	489	432	411	538	476	378	446
October .....	1,170	1,200	1,043	1,018	1,312	1,058	958	761	776	661
November .....	1,268	1,099	1,024	1,034	1,229	1,014	1,158	687	900	962
December .....	752	704	464	549	547	516	535	600	480	475
Totals .....	8,680	10,369	8,896	8,446	9,120	9,137	8,872	8,396	7,708	6,908

Number and Subjects of the Books Purchased in the Years 1896-1905:

Year.	Volumes.	Subjects.
1896.....	495	Education, Science, Literature, Art, Text-books, Miscellaneous.
1897.....	476	
1898.....	533	
1899.....	315	
1900.....	275	
1901.....	164	
1902.....	304	
1903.....	218	
1904.....	409	
1905.....	486	

As will be seen from the following table considerable additions have been made to the important subjects of Pedagogy, Science, (Political Economy, etc.) and Industrial and Domestic Science.

There is a decided falling off in the department of Fiction. This is to be regretted, but it was unavoidable as the vote for the purchase of books was too limited. We have most of the standard works, and while they are read very freely, the teachers naturally look forward to an acquaintance with the writings of the best of our present day authors. Teachers ought to be encouraged in every way to read, and a liberal supply of the best books from the pen of the leading authors will do much to bring this about. To be able to look forward to reading an interesting and instructive book each week-end would act as a stimulus to the students-in-training to concentrate their whole energies upon their studies during the time they have to spend in the lecture rooms. There are few things that exert a happier influence upon one's life than the reading of a genuinely meritorious book—a book with the elements of refinement in it—and I am sure our students of the Normal School, after reading such a book, will enter with much heartiness into the feeling of Thomas à Kempis when he said “I have sought for rest everywhere, but I have found it nowhere, except in a little corner, with a little book.”

The number of Books Purchased in 1901-1905 was as follows:

Subjects.	1901	1902	1903	1904	1905
Pedagogy.....	29	40	7	18	30
Science (Political Economy, Anthropology, etc.).....	8	11	3	10	32
Philosophy and Ethics.....	12	9	8	17	13
Industrial and Domestic Science.....	2	8	6	24	66
Poetry.....	1	1	10	13	5
Fiction and Practical Life.....	5	9	19	79	37
Literature.....	3	46	35	92	70
Text-Books.....	32	45	27	37	84
Miscellaneous (History, Biography, Reference Works).....	72	102	61	84	119
Natural History and Nature Study.....	.....	33	27	20	25
Arts.....	.....	.....	15	15	5
Totals.....	164	304	218	409	486

The following table shows a marked decline from last year. The large number of text-books received then included those published by two leading English firms:

Number of Books donated to the Library 1898-1905:

—	1898	1899	1900	1901	1902	1903	1904	1905
Text-Books.....	49	74	65	111	41	144	349	95
Miscellaneous.....	.....	.....	7	13	54	95	16	37
Totals.....	49	74	72	124	95	239	365	132

Newspapers and Magazines Received during the Years 1900-1905:

—	1900	1901	1902	1903	1904	1905
Number of daily and weekly newspapers received...	86	91	88	89	109	126
Number of magazines and other periodicals received	100	102	100	111	94	98
Totals.....	186	193	188	200	203	224

## Books, Magazines, etc., Bound during the Years 1893-1905:

1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905
109	136	141	98	99	90	94	37	83	71	4	81	45

## Official Reports on Education in different Countries received during 1902-1905:

	1902	1903	1904	1905
Great Britain and Ireland .....	43	53	59	26
Various Provinces of the Dominion .....	42	45	31	31
Australasia—				
Victoria .....	5	3	2	4
New South Wales .....	3		3	3
South Australia .....	1	1	1	...
Western Australia .....	1	2	1	3
Queensland .....			2	1
Tasmania .....	1		2	...
New Zealand .....	29	18	26	10
Other British Possessions:				
Mauritius .....	1			
Cape of Good Hope .....	1	2	2	1
Natal .....	1	1	1	2
Jamaica .....	1	1	1	1
Cape Town .....		12	1	1
Barbadoes .....	1	1	1	1
British Guiana .....	2	1	1	...
Hong Kong .....	1			
Transvaal .....			1	1
Various States of the American Union .....	54	81	65	55
Miscellaneous:				
Brazil .....	3			
Argentine Republic .....	12	10	2	3
Uruguay .....		5		2
France .....	8	4	2	2
Germany .....		1	3	10
Portugal .....	2	2	1	2
Switzerland .....	6	2	3	...
Italy .....	29	16	3	1
Mexico .....	1		2	...
Japan .....		2	1	...
Totals .....	248	263	217	160

## Miscellaneous Pamphlets Received in 1902-1905:

	1902	1903	1904	1905
From various Countries .....	75	65	12	7
From the Dominion of Canada and its Provinces .....	74	53	27	46
Totals .....	149	118	39	53

During the past year all the books in the Library have been thoroughly cleaned and the Library itself renovated. It is now, for the first time in several years, in a perfectly sanitary condition.



Your kind permission to allow the installation of the electric light into the alcoves of the Library—which were very dark after 3 o'clock in the afternoon—is very much appreciated by the staff and the teachers-in-training. The difficulty encountered for so many years of reading the titles and getting information from the books is now happily at an end.

A large collection of legal texts were disposed of last summer to a city Law Book publisher, and the money realized was expended in purchasing new books in several subjects of study.

The following is a list of the books added to the Library during the past year, 486 of which were purchased and the balance donated.

#### PEDAGOGY.

- The Professional Training of Teachers in the United States, by G. W. A. Luckey.
- The Logical Basis of Education, by J. Welton.
- Infant Schools, their History and Theory, by D. Salmon and W. Hindshaw.
- The Principles of Education, by T. Raymont.
- Notes on German Schools, by W. T. Winch.
- The Teaching of Biology in the Secondary Schools, by F. E. Lloyd and M. A. Bigelow.
- Fundamentals of Child Study, by E. A. Kirkpatrick.
- The Possibility of a Science of Education, by S. B. Sinclair.
- A New School Management, by Levi Seeley.
- Our Schools, their Administration and Supervision, by W. E. Chancellor.
- Education and the Larger Life, by C. H. Henderson.
- Pedagogues and Parents, by Ella C. Wilson.
- The Supervision of Country Schools, by Andrew S. Draper.
- Education in the United States, by Nicholas Murray Butler, 2 Vols.
- The Trend in Higher Education, by W. R. Harper.
- The Infant School, its Principles and Methods, by J. Gunn.
- Economy in Education, by Ruric N. Roark.
- Preparation of the Child for Science, by M. E. Boole.
- Common Sense Didactics, by Henry Sabin.
- Elementary Schools, by W. Foxley Norris.
- A Primer of School Method, by Dexter and Garlick.
- School Teaching and School Reform, by Sir Oliver Lodge.
- School Organization, by S. E. Bray.
- The Psychology of Child Development, by Irving King.
- Special Method in Arithmetic, by Charles A. McMurray.
- Special Method in Language, by Charles A. McMurray.
- An Introduction to the Study of Geometry, by A. J. Pressland.
- In Loca Parentis, by Rev. Marshall G. Vine.

#### SCIENCE (POLITICAL ECONOMY, ANTHROPOLOGY, ETC.)

- The Work of the Digestive Glands, by J. P. Pawlow.
- The Early Cave Men, and The Tree Dwellers, both by Catherine Dopp.
- Adam Smith's Wealth of Nations, by Hector Macpherson.
- Archaeology and False Antiquities, by R. Munro.
- The Vault of Heaven, by Richard A. Gregory.
- Astronomy for Amateurs, by Camille Flammarion.
- R. A. Proctor's Works:—
  - Light Science for Leisure Hours.
  - Myths and Marvels of Astronomy.
  - Other Suns Than Ours.
  - Our Place Among Infinities.
  - Other Worlds Than Ours.
  - Pleasant Ways in Science.
  - Rough Ways made Smooth.
  - The Expanse of Heaven.
  - The Orbs around us.
- Economic Studies, by W. Bagehot.
- The Elements of Banking, by H. D. Macleod.
- Principles of Political Economy, by John Stuart Mill.
- Earthquakes, by Clarence E. Dutton.
- A Short History of Coins and Currency, by Lord Avebury.
- A First Course of Chemistry, and A First Course of Practical Science, each by J. H. Leonard.

- Modern Tariff History, by Percy Ashley.  
 The Expression of the Emotions in Man and Animals, by Charles Darwin.  
 The Hygiene of the School, by W. F. Barry.  
 Primitive Culture, by Edward B. Tylor, 2 Vols.  
 Man and Class, a Survey of Social Divisions, by W. J. Ghent.  
 Astronomers and their Observations, by Lucy Taylor.  
 Health at School by Clement Dukes, M.D.  
 A Text-book of Sociology, by J. Q. Dealey and L. F. Ward.

#### PHILOSOPHY AND ETHICS.

- The Practice of Self-Culture, by Hugh Black (2 copies).  
 Moral Education, by Edward Howard Griggs.  
 An Outline of a Bible School Curriculum, by George W. Pease.  
 An Introduction to the Bible for Teachers of Children, by Georgia L. Chamberlain.  
 A Struggle for Life, Higher Criticism Criticized, by Rev. John Langtry.  
 A System of Logic, by John Stuart Mill.  
 Duty, by Samuel Smiles.  
 Man and His Environment, by John P. Kingsland.  
 Religious Teaching in Schools, by Helena L. Powell.  
 The Children's Book of Moral Lessons, by F. J. Gould.  
 A Teacher's Handbook of Moral Lessons, by A. J. Waldegrave.  
 A Philosophical Introduction to Ethics, by W. R. B. Gibson.  
 The Laws of Health, by Dr. Nabarro.

#### INDUSTRIAL AND DOMESTIC SCIENCE.

- Education of the Wage Earners, by Thomas Davidson.  
 Works by Paul N. Hasluck:  
   Cassell's Cyclopedia of Mechanics, 3 Vols.  
   The Handy Man's Book.  
   Practical Graining and Marbling.  
   Practical Draughtsmen's Work.  
   Practical Staircase Joinery.  
   Engraving Metals.  
   Electric Bells. How to make them.  
   Bamboo Work.  
   Photographic Cameras, etc.  
   Optical Lanterns, etc.  
   Bookbinding.  
   Bent Iron Work.  
   Photography.  
   Wood Finishing.  
   Mounting and Framing Pictures.  
   Decorative Designs.  
   Building Model Boats.  
 Stained Glass Work, by C. W. Whall.  
 Industrial Education in the 16th and 17th Centuries, by George Unwin.  
 Trades Unions, by Geoffrey Drage.  
 Modern Industrialism, by Frank L. McVey.  
 Light and Shade with Chapters on Charcoal Drawing, by Anson K. Cross.  
 Clay Modelling for Schools, by Anna M. Holland.  
 A Manual of Clay Modelling, by Mary L. H. Unwin.  
 Brushwork Studies of Flower, Fruit and Animals, by Elizabeth C. Yeats.  
 Color Study, a Manual for Teachers and Students, by Anson K. Cross.  
 Science and Art Drawing, by J. Humphrey Spanton.  
 Complete Perspective Course, by J. Humphrey Spanton.  
 Architectural Drawing, by C. F. Edminster.  
 Blackboard Drawing, by F. Whitney.  
 Geometrical Drawing and Design, by J. H. Spanton.  
 The Principles of Design, by E. A. Batchelder.  
 Drawing for Printers, by Ernest Knauff.  
 A Practical Handbook for Drawing for Modern Methods of Reproduction, by Charles G. Harper.  
 Nelson's Blackboard Drawing, by Allen W. Seaby.  
 Nelson's New Drawing Course, by J. Vaughan.  
 Design, An Exposition of the Principles and Practice of the Making of Patterns, by Richard G. Hatton.

Das Gewerbliche Fortbildungs und Fachschulwesen in Deutschland, by Franz Richter.  
 Seat Work and Industrial Occupations, by M. L. Gilman and E. B. Williams.  
 Manual Training Woodwork, by George Ricks.  
 Manual Instruction in Woodwork, by G. Wood.  
 Woodwork (The English Sloyd), by S. Barter.  
 Wood Carving, by Charles G. Leland.  
 Carpentry Workshop Practice, by Charles F. and George A. Mitchell.  
 Nelson's Woodwork for Schools in Parts 1, 2, and 3, the same complete in one volume, by J. Wallace.  
 Basket Work of all kinds, and Practical Metal Plate Work, each, by Paul N. Hasluck.  
 Diplomatic and Consular Reports on the High, Technical and Industrial Schools of Germany, 10 Pamphlets in all.  
 Technical Education in Evening Schools, by Clarence H. Creasey.  
 Bacteriology and the Public Health, by George Newman.  
 Infection and Immunity, by George M. Sternburg.

## POETRY.

Poems of Christina Rossetti, by Wm. M. Rossetti.  
 London Lyrics, by Frederick L. Lampson.  
 Emerson's Poems.  
 Les Aspirations-Poésies Canadiennes, W. Chapman.  
 The Earthly Paradise, a Poem by Wm. Morris.  
 Shelley's Poetical Works, by Thomas Hutchinson.  
 Paradise Lost, by John Milton.  
 Rubáizát of Solomon and other Poems, by Amanda T. Jones.  
 Canadian Born, by E. Pauline Johnson.

## FICTION AND PRACTICAL LIFE.

Little Folks of Many Lands, by Lulu Maud Chance.  
 Hours in a Library, by Leslie Stephens.  
 The White Company, by Conan Doyle.  
 Micah Clarke, by Conan Doyle.  
 Emma, }  
 Northanger Abbey, } by Jane Austen.  
 Sense and Sensibility, }  
 Pride and Prejudice, }  
 Mansfield Park, }  
 A Ladder of Swords, by Gilbert Parker.  
 The Prospector, by Ralph Connor.  
 Pathfinders of the West, by A. C. Laut.  
 Sir Toady Lion, by S. R. Crockett.  
 The Westerners, by Stewart White.  
 The Lure of the Labrador Wild, by Dillon Wallace.  
 The Marble Fawn, }  
 The Blithedale Romance, } By Nathaniel Hawthorne.  
 Adventures among Books, by Andrew Lang.  
 Carrots, Just a Boy, by Mrs. Molesworth.  
 Traits and Stories of the Irish Peasantry, by W. Carlton.  
 No Ambition, by Adeline Sergeant.  
 Works of Andrew Lang:  
   The True Story Book.  
   The Red True Story Book.  
   The Blue Poetry Book.  
   The Animal Story Book.  
   The Red Book of Animal Stories.  
 Sun-Babies, or Studies of Child Life in India, by Cornelia Sorabji.  
 Fort Amity, by A. T. Quiller-Couch.  
 Memories Grave and Gay, by John Kerr.  
 The Making of the Canadian West, by R. C. McBeth.  
 The Bravest of the Brave, by Captain Charles de Langlade.  
 The Blazed Trail, by Stuart Edward White.  
 The Right of Way, by Gilbert Parker.  
 Seats of the Mighty, by Gilbert Parker.  
 Mooswa, by W. A. Fraser.  
 Jean Mitchell's School, by Angelina W. Wray.  
 Thanksgiving.—Memories of the Day: Helps to the Habit, by William Adams.



## LITERATURE.

- Harvard Studies in Classical Philology, Vol. 15, 1904.  
 Cassell's National Library (New Series) 57 Volumes, embracing the works of George Eliot, Sterne, Shakespeare, Browning, Carlyle, Dickens, Goldsmith, Johnson, Thackeray, Tennyson, Poe, Scott, Emerson, Burns, Bunyan, Sheridan, Macaulay, Hawthorne, Walpole, Southey, Addison, Milton, Byron, Bacon, Moore, Walton, Hakluyt, Socrates, Burke, Boccaccio and Lamb.  
 Bell's Hamlet, Prince of Denmark.  
 Emerson's Essays, 3 Vols.  
 Goethe's Faust, translated by Bayard Taylor.  
 Wagner's Parsifal, as retold by Oliver Huckel.  
 The English Poets, by T. F. Ward, 2 Vols.  
 Classical Echoes in Tennyson, by Wilfred P. Mustard.  
 The Georgics of Virgil, by Lord Burchclere.  
 The Essays and the New Atlantas, by Francis Bacon.  
 A First View of English Literature, by Moody and Lovett.  
 Longman's Class-Book of English Literature, viz.:  
   Paradise Lost.  
   The Man Born to be King.  
   The Lady of the Lake.  
   The Lay of the Last Minstrel.  
   Macaulay's History of England.  
   The Story of the Glittering Plain.  
   Marmion.  
   A Legend of Montrose.  
   Tales of King Arthur and the Round Table.  
   Ivanhoe.  
   The Talisman.

## TEXT-BOOKS.

- A New Geography on the Comparative Method, by J. M. D. Meiklejohn.  
 The Students Geography, by George Gill.  
 Chemistry, Inorganic and Organic, by E. L. Bloxam.  
 The Principles of Inorganic Chemistry, by Wilhelm Ostwald.  
 Elementary Algebra, Parts 1 and 2, by W. M. Baker and A. A. Bourne.  
 Cassell's Physical Educator, by Eustace Miles.  
 The 'Council' Arithmetic for Schools, by T. B. Ellery, Parts 1 and 2.  
 High School Geography, by G. A. Chase.  
 Geographical Library of Travel, 24 Numbers, embracing Canada, Australia, Mexico, Alaska, Japan, China, Phillipines, London and Liverpool, North and South Germany, Spain and Portugal, Switzerland, Italy, Belgium and Denmark, France, Puerto Rico, Norway, Russia, Cuba, Hawaii, Holland, Scotland, England and Wales.  
 The Principles and Practices of Reading, Canada Publishing Company.  
 Introductory Latin Grammar, by E. W. Hagarty.  
 Commercial Course in Book-keeping, by Dickenson and Young.  
 A Canadian History for Boys and Girls, by Emily P. Weaver.  
 MacMillan's New Globe Readers, parts 1 and 2.  
 MacMillan's Picture Arithmetic, parts 1 and 2.  
 Stories from Natural History, by R. Wagner.  
 The Landseer Object Lesson Readers, 8 Volumes.  
 High School French Grammar and Reader, by Fraser and Squair.  
 High School History, by Buckley and Robertson.  
 Arithmetic for High Schools, by A. T. De Lury.  
 High School Algebra, by Robertson and Birchard.  
 High School Euclid, by McKay and Thompson.  
 New Primary Latin Book, by Robertson and Carruthers.  
 First Greek Book by J. W. White.  
 Beginner's Greek Book, by J. W. White.  
 High School German Grammar and Reader, by VanderSmitten and Fraser.  
 New Primary Latin Book, Part 2, by Carruthers and Robertson.  
 T. Nelson & Son's publications, London, England, viz.: Composition Books, Supplementary and Royal Crown Readers, Royal Atlas, St. George History Readers, Royal Windsor History Readers, Literature Readers, The World and Its People, Geographical Readers.  
 Summary of Canadian Commercial Law for Schools and Colleges, by W. H. Anger.  
 Elementary Pure Geometry with Mensuration, by E. Budden.

Plane Geometry, Practical and Theoretical, by J. S. McKay.  
 A First French Song Book, by Kirkman and Morgan.  
 Biographical History Reader, by A. B. Lees.  
 Macmillan's Globe Geographical Readers.  
 Regional Geography, Europe and the Mediterranean, by J. B. Reynolds.  
 The Council History Reader, Story of London, by G. E. Mitton.  
 Beginner's Trigonometry with Logarithms, by M. S. David.  
 Manual of Drill and Physical Exercises, by Thomas Chesterton.  
 Chemical Statics and Dynamics, by J. W. Mellor.  
 Text-Book of Physical Exercises, by Carter and Bott.  
 Senior Country Reader, Parts 1, 2, and 3, by H. B. M. Buchanan.  
 Studies and Questions in Book-keeping, and Worked Studies and Questions in Book-keeping, both by A. Nixon.  
 Introductory Physiology and Hygiene, by A. P. Knight.  
 High School Physical Science, Part 1, revised edition, by Merchant and Fessenden.  
 The Story of the English People for Beginners, by John Finnemore.  
 Elementary Plane Geometry, and Geometry for Schools (theoretical), both by Alfred Baker.  
 Introduction to Analytic Geometry, by Smith and Gale.  
 Commercial Geography, by Cannett Garrison and Houston.  
 School Room Exercises for Thanksgiving and Christmas, by Ella M. Powers.  
 High School Elementary English Composition, by F. H. Sykes.  
 High School Ancient History, by P. V. N. Meyers.  
 High School Euclid Books, 1 to 3, by McKay and Thompson.  
 High School Chemistry, revised edition, by W. S. Ellis.  
 High School Primary Latin Book, by Robertson and Carruthers.  
 High School Chemistry, authorized edition, by Knight and Ellis.  
 High School Cadet Drill Manual, by W. B. Munro.  
 High School Physical Science, Part 1, revised, by Merchant and Fessenden.  
 Tales from Herodotus, by G. S. Farnell.  
 Cornelius Nepos, Vol. 1, Greek Lives, by H. Wilkinson.  
 Homer's Odyssey Books, 19 to 24, by W. W. Merry.  
 Luciani Somnium Charon, with English Notes, by W. E. Hertland.  
 Lysiae Orationes XVI, by E. S. Shuckburgh.  
 Ciceronis Orationes XIV, selected, by R. Klotz.  
 Freiberrn Von Gemperlein, by Ebner Eschenbach's.  
 Baumbach Waldnovellen, by Dr. Wilhelm Bernhardt.  
 Einer Muss Beiraten—Wilhelmi, Ergensinn Benedix, by W. H. VanderSmitten.  
 Le Voyage de Monsieur Perrichon, par Eugene Labiche.  
 Quatre Contes de Prosper Merimee with Notes, by F. C. L. Van Steenderen.  
 A Note Book of Experimental Mathematics, by Godfrey and Bell.  
 Practical and Theoretical Geometry, Part 1, by A. H. McDougall.

#### MISCELLANEOUS (HISTORY, BIOGRAPHY, REFERENCE, ETC).

The Talbot Regime, of the first half century of the Talbot Settlement, by C. O. Ermatinger.  
 Robertson's Landmarks of Toronto, Vol. 4.  
 A History of the War of 1812, by James Hannay.  
 Readings in European History, by James H. Robinson.  
 History of Western Europe, by James H. Robinson.  
 World's best Histories. 32 Vols., embracing Japan, China, Russia, Germany, United States, England, Canada, Ireland and France.  
 Pen Pictures of Early Pioneer Life in Upper Canada, by a "Canuck."  
 The Story of the County of Dundas, from 1784-1904, by J. Smith Carter.  
 Wolfe and Montcalm, by Henry Rayment Casgrain.  
 Canada in the Twentieth Century, by A. G. Bradshaw.  
 Little Arthur's History of England, by Lady Calceott.  
 The Fight with France for North America, by A. G. Bradley.  
 Political Annals of Canada, by A. P. Cockburn.  
 The Great Events by famous Historians, B. C. 5,867 to A. D. 1905, 20 Vols.  
 Essentials in English History, by A. P. Walker, and A. B. Hart.  
 Cumberland's History of the Union Jack.  
 Adam Smith, by F. W. Hurst.  
 Life of General Brock, by Lady Edgar.  
 Life of Shakespeare, by Alfred Ewen.  
 Life of Samuel de Champlain, by Narcisse E. Dionne.  
 Thomas Moore, by S. Gwynn.  
 Sydney Smith, by G. W. E. Russell.

- Chatham, by Fredrick Harrison.  
 Jean Bourdon (French) par L'Abbe Auguste Gosselin.  
 La Famille D'Trumberry de Salaberry, par Pierre-Georges Roy (French).  
 Life of Andrew Marvel, by Augustine Birrell.  
 The Earl of Elgin, by George M. Wrong.  
 Mackenzie, Selkirk and Simpson, by George Bryce.  
 Sir Oliver Mowat, by C. R. W. Biggar, 2 Vols.  
 Six Great School Masters, by F. D. How.  
 Canadian Almanac, 1905.  
 Canadian Catholic Directory, 1905.  
 Dictionary of Prose Quotations, by Anna J. Wood.  
 Murray's New English Dictionary, Vols. 6, 7, 8.  
 Baedeker, Italy. Hand-book for Travellers.  
 Canadian Year Book, 1905, by Alfred Hewett.  
 Canadian Annual Review, 1902, by J. Castell Hopkins.  
 Who's Who, 1905, by A. & C. Black.  
 Annual Financial Review for 1904, with Appendix.  
 The Canadian Annual Review of Public Affairs, for 1904, by J. Castell Hopkins.  
 The Statesman's Year Book, 1905.  
 The St. Louis Exhibition, by H. P. Fletcher.  
 German Statistical Year Book, 1904.  
 Debrett's Peerage and Baronetage, 1905, illustrated.  
 Addresses and Proceedings of the National Teachers' Association, 1904.  
 Scientific American Book, by A. A. Hopkins and A. R. Bond.  
 History of the Royal Grenadiers, by Captain E. James Chambers.  
 Mental Diseases, by Dr. Daniel Clarke.  
 Canadian Politics, by J. Robert Long.  
 The Nile, in 1904, by Sir William Willocks.  
 "Torontonians as we seen Em."  
 Poole's Index to Periodical Literature.  
 Classified Guide to Technical and Commercial Books, by E. Greenwood.  
 Alumni Souvenir of the University of Toronto and affiliated Colleges.  
 The Journal of the Royal Sanitary Institute, London, Eng.  
 Annual Report of the Medical Officers of the late School Board for London (Eng.), 1904.  
 Report of the Inter-departmental Committee on Physical Deterioration, London, Eng.  
 Torontonensis, 1905.  
 Physical Deterioration, its cause and the cure, by A. Watt Smith.  
 American Library Association Catalogue, 1904.  
 United States Catalogue of Books, in Print, to 1902.  
 The Cumulative Book Index, 1903-4.  
 The Reader's Guide to Periodical Literature, 1900-4.  
 Diary of Samuel Pepys, by G. Gregory Smith.  
 The First Crossing of Grennland, by F. Nansen.  
 Memiors of Life at Oxford and Elsewhere, F. Meyrick.  
 Sketches on the Old Road through France to Florence, by A. H. Hallam, et. al.  
 River, Road and Rail, by Francis Fox.  
 The Lighting of Schcol-rooms, by Stuart H. Rowe.

#### NATURAL HISTORY AND NATURE STUDY.

- House Garden and Field, by L. C. Miall.  
 Stories of Animal Life, by Charles F. Hodder.  
 Short Stories of Our Shy Neighbors, by Mrs. M. A. B. Kelly.  
 Trees, Parts 1 and 2, Buds and Leaves, by H. M. Ward.  
 How Nature Study should be Taught, by E. F. Bigelow and others.  
 Manual of the Trees of North America, by Charles S. Sargent.  
 The Flower Garden, by Ida D. Bennett.  
 Soil Inoculation for Legumes, by George G. Moore, two copies.  
 Winner's in Life's Race, and Life and Her Children, both by Miss A. B. Buckley.  
 The Kinship of Nature, by Bliss Carman.  
 Bird Life and Bird Lore, by R. Bosworth Smith.  
 Nature Studies, by R. A. Proctor.  
 Familiar History of Birds, by Edward Stanley.  
 Out of Doors, by Rev. J. G. Wood.  
 Strange Dwellings, by Rev. J. G. Wood.  
 The Culture of Trees in Pots, by J. Brace.  
 Fertilization of Orchids, by Charles Darwin.



Vegetable Mould and Earthworms, by Charles Darwin.  
 The Face of Nature, by Rev. C. T. Ovenden.  
 Mushrooms, Edible, Poisonous Etc., by George F. Atkinson.  
 Flowers and Ferns in their Haunts, by Mabel Osgoode Wright.  
 According to Season, by Frances Theodora Parsons.

## ART.

The Old Masters and their Pictures, by Sarah Tytler.  
 Hals Great Masters in Painting and Sculpture, by Gerald S. Davis.  
 The British Isles, depicted by Pen and Camera, with a series of colored Plates.  
 The Wallace Collection at Hertford House, by A. L. Baldry.  
 A Short History of Art, by Julia B. DeForest.

In order to still further reduce the pressure upon our shelves and get additional space for further accessions, the following material was transferred to Alex. Fraser, M.A., Provincial Archivist, February 1905.

Miscellaneous Government Reports .....	140
Old Atlases .....	2
Annual Reports of various Institutions .....	260
Miscellaneous Departmental Reports .....	70
Legislative Papers .....	30
Municipal Returns, Voters lists, etc.....	40
Immigration Literature .....	60
Northern Ontario pamphlets .....	20
City and Town Directories .....	40
Pamphlets (British and U.S.A.) .....	157
British Treaties .....	1
Poor Law Commissioners, British .....	3
Publishers' Catalogues .....	76
Almanacs, Canadian and American .....	40
General Statistics, France .....	6
New South Wales Reports .....	12

LIST OF FRENCH CANADIAN BOOKS TRANSFERRED TO ALEX. FRASER, M.A., PROVINCIAL ARCHIVIST, MARCH, 1905.

Mission du Missisipi en 1700-1861.  
 Captivite Parmi les Onneiouts en 1690-1-1864.  
 Dussieux's Canada, 1862.  
 Lajoie's Catechisme Politique, Civil Government, 1851.  
 La Rues Canada, History, 1875.  
 Turcotte's L'ile D'Orleans, History, 1867.  
 Martel's Droit Canadien, 1877.  
 Faucher's Choses and Autres, Literature, 1874.  
 Michelant's Relation Originale, Jacques Cartier Voyages, 1534.  
 Michelants Jacques Cartier. Voyages, 1534.  
 Original Relation de Jacques Cartier, 1535-6.  
 Voyages du Prince de Galles an Amerique, 1860.  
 Langevin's Canada, Descriptive, 1855.  
 Journal Jesuit Missionaries, 1645-1668.  
 Lemoine's Album du Touriste, Quebec, 1872.  
 Lareau's Melanges, Historique Litteraires, 1877.  
 D'Ouvrages Sur L' Histoire, Canada, 1837.  
 Weld's Voyages au Canada, Vols. 1, 2, 3, 1795-7.  
 Soirees Canadiennes, Literary, 1861.  
 Bibliotheque du Code Civil, Quebec, 1871.  
 Les Natchez. Chateaubriand, Vols., 1, 2, 3, 4, 1830.  
 Viger Vs Bothier-Law Cases, 1827.  
 Dionne's Oiseaux du Canada, Natural History, 1883.  
 M'Arthy's L'Ancient Dro du Canada Dictionaire, 1809.  
 Montigny's Cathechisme Politique, 1878.  
 Conseller du Peuple, Reflections, 1856.  
 La Hontan Nouvelle France, Voyages, Vols., 1, 2, 1683.  
 Tevet's French American, In Italian, 1761.  
 Campe's la Decouverte de L'Amerique, Vols.. 1, 2, 3, 1798.  
 Charlevoix's Journals, Indian History, 1721-22.

Theodat's Pays des Hurons, Voyages, Vol. 1, 2.  
 Tache's Union Federale, Essay, 1858.  
 Garneau's L'Histoire du Canada, 1858.  
 Tasse's Canadiens de L'Ouest, Vols. 1, 2.  
 Talche's le Canada Essay, 1855.  
 Estat de L' Eglise en Canada, 1688.  
 Soirees Canadiennes, Literary, 2 Vols., 1862, 1863.  
 Ursulines de Quebec, Historical, Vols., 1, 2, 1864.  
 Theodats Histoire du Canada, Vols. 1, 2, 3, 4, 1636.

In addition to the foregoing, certain volumes relating to French interests, published in French, were transferred to the Bureau of Archives to be disposed of in exchange for papers and books bearing on the history of Ontario, and I understand have been used for that purpose by the Provincial Archivist.

List of Reports, Magazines, Newspapers etc., transferred to Alexander Fraser, M.A. Provincial Archivist in March, May and June, 1905.

"Events" 1902. Incomplete.

Gold Region of Nova Scotia, Report of Dr. T. Sterry Hunt, F.R.S., (1868).

Report Delegates appointed to Negotiate for the Acquisition of Rupert's Land and the Northwest Territory, (1869).

Return to House of Commons of Reports of Superintendents of Roads from Thunder Bay to Fort Garry on the Red River, (1870).

Papers in reference to Bank Note Contract, (1897).

The Monthly Review, 1900, 1 volume.

The Monthly Review, 1901, 10 volumes (Oct. and Nov. missing).

The Monthly Review, 1902, 7 volumes.

The Monthly Review, 1903, 5 volumes.

The Monthly Review, 1904, 1 volume.

The Outlook, 1898, incomplete.

The Outlook, 1899, incomplete.

The Outlook, 1900, incomplete.

The Outlook, 1901, incomplete.

The Outlook, 1902, incomplete.

The Outlook, 1903, incomplete.

The Literary Digest, 1902-3, incomplete.

Saturday Review (London, Eng.), 1903-4, incomplete.

Rebellion Record, 1860-1-2, incomplete.

Montreal Herald, 1901-2-3-4, incomplete.

Hamilton Spectator, 1900-1-2-3-4, incomplete.

Ottawa Free Press, 1901-2-3-4, incomplete.

Hamilton Times, 1900-1-2-3-4, incomplete.

Kingston British Whig, 1900-1-2-3-4, incomplete.

Christian Guardian, 1902-3-4, incomplete.

Dominion Presbyterian, 1902-3-4, incomplete.

The Presbyterian, 1902-3-4, incomplete.

The American Agriculturist, 1902-3, incomplete.

Canadian Churchman, 1902-3-4, incomplete.

Welland Tribune, 1902-3-4, incomplete.

The Farming World, 1902-3-4, incomplete.

The Weekly Sun, 1900-1-2-3-4, incomplete.

The Canadian Baptist, 1902-3-4, incomplete.

The Catholic Register, 1902-3-4, incomplete.

United Canada, 1903-4, incomplete.

Canadian Freeman, 1903-4, incomplete.

Catholic Record, 1903-4, incomplete.

Manitoba Free Press, 1902, incomplete.

Dominion Dental Journal, 2 numbers.

Canada Lancet, 1 number.

Canadian Journal of Medicine and Surgery, 1902-3-4, incomplete.

Dominion Medical Journal, 1902-3-4, incomplete.

Irish Industrial Exhibition, World's Fair, St. Louis, 1904. Parts 1, 2, 3.

Canada German Calendar, Berlin, 1905.

World's Columbian Exposition, Chicago, Catalogue of School Appliances, etc., Ontario, 1893.

- Calendar Ontario Ladies' College, Whitby, 1885-6, 1874-5, 1891-2.  
 The Sunbeam, published at Ontario Ladies' College, Whitby, Dec., 1885.  
 Calendar Western University College, London, Ont., 1884-1883.  
 Medical Department of the Western University, London, 1884.  
 Announcement Alma Ladies' College, St. Thomas, 1883-4, 1884-5, and 1885-6.  
 The Prairies of the Western States; their Advantages and Drawbacks. By Charles  
 Lindsey, Toronto, 1860.  
 North American Notes and Queries, 1900 and 1901, incomplete.  
 Minutes of proceedings of School Board, for London, England, 55 volumes.  
 Appendix to the Report of the School Management Committee of School Board  
 London, England; 19 volumes.  
 Commissioner's Report concerning Charities in England, 38 volumes.  
 "Ladies' Magazine and Canadian Home Journal," 1902 and 1903, incomplete.  
 Canadian News and New Brunswick Herald, Aug., 1856, to Dec., 1857.  
 " " " " " " Jan. 1858, to Dec., 1858.  
 " " " " " " Jan., 1859, to Dec., 1859.  
 " " " " " " Jan., 1860, to Dec., 1860.  
 " " " " " " Jan., 1861, to Dec., 1861.  
 " " " " " " Jan., 1862, to June, 1862.  
 " " " " " " Jan., 1866, to Dec., 1866.  
 " " " " " " Jan., 1867, to June, 1867.  
 " " " " " " July, 1867, to Dec., 1867.  
 " " " " " " Jan., 1868, to Dec., 1868.  
 " " " " " " Jan., 1875, to Dec., 1875.  
 Toronto Nation, Jan., 1874, to Dec., 1874.  
 Toronto Nation, 2 volumes, Jan., 1875, to Dec., 1875.  
 Toronto Church Herald 2 volumes, 1872.  
 The Church Herald, Jan., 1873, to April, 1873.  
 The Builder, Jan., 1873, to Dec., 1873.  
 The Builder, Jan., 1873, to June, 1873.  
 The Builder, Jan., 1874, to June, 1874.  
 The Builder, Jan., 1875, to June, 1875.  
 New York Christian Intelligencer, Jan., 1874, to Dec., 1874.  
 New York Christian Intelligencer, Jan., 1875, to Dec., 1875.  
 London (Eng.) Methodist Recorder, Jan., 1873, to Dec., 1873.  
 London (Eng.) Methodist Recorder, Jan., 1874, to Dec., 1874.  
 London (Eng.) Methodist Recorder, Jan., 1875, to Dec., 1875.  
 The Rock (English), Jan., 1873, to Dec., 1873.  
 The Rock (English), Jan., 1874, to Dec., 1874.  
 The Rock (English) Jan., 1875, to Dec., 1875.  
 New York Musical Review, 1858-59.  
 The Economist, Toronto, 1897-8-9, 1900-1, incomplete.  
 Canadian Architect and Builder, 1896-7-8-9, 1900, incomplete.  
 Canadian Presbyterian, 1896-7, incomplete.  
 Winnipeg Nor'Wester, 1896, incomplete.  
 Church Record, Toronto, 1900-1, incomplete.  
 Evangelical Churchman. 1889 1896-7-8-9, 1900, incomplete.  
 Christian Guardian, 1890-1-2-3-4-5-6-7-8-9, 1900-1, incomplete.  
 Presbyterian Review, 1896-7-8-9, 1900-1, incomplete.  
 Canadian Baptist, 1891-2-3-4-5-6-7-8-9, 1900-1, incomplete.  
 The Canadian Journal, 1852-3-4-5, incomplete.  
 Educational Weekly, 1885-6-7, incomplete.  
 Canada School Journal, 1887, incomplete.  
 Educational Journal, 1887, incomplete.  
 Popular Educator, 1888-9, 1890-1-4-5-6-7-8-9, 1900, incomplete.  
 American Primary Teacher, 1891-5-6-7-8-9, 1900, incomplete.  
 Publisher's Circular, 1897-8-9, 1900, incomplete.  
 Canadian Freeman, 1896-7-8-9, 1900-1, incomplete.  
 Educational Times (English), 1886-7-8-9, 1891-2-3-4-5-6-7-8-9, incomplete.  
 Popular Science News, 1898-9, 1900, incomplete.  
 Printer and Publisher, 1901, incomplete.  
 Teacher's Institute, 1897-8-9, 1900, incomplete.  
 The Nation, 1899, complete.  
 School Bulletin, 1891-5-6-7-8-9, 1900, incomplete.  
 World Wide, 1901, incomplete.  
 Canadian Bookseller, 1898-9, 1900-1, incomplete.  
 Bookseller and Stationer, 1896-7-9, 1901, incomplete.  
 Toronto Truth, 1897-8, incomplete.



Schoolmaster (English), 1894-5-7-8-9, incomplete.  
 Church Chronicle, Toronto, 1863-4-5-6-8-9, incomplete.  
 United Canada, 1896-7-8-9, 1900-1, incomplete.  
 The Week, 1895, 1894, 1896, incomplete.  
 Canadian Church Magazine, 1896-7-9, 1900-1, incomplete.  
 Catholic Record, 1897-8-9, 1900-1, incomplete.  
 Catholic Register, 1896-7-8-9, 1900-1, incomplete.  
 Montreal Weekly Witness, 1897-8-9, 1900, incomplete.  
 Saturday Night, 1900, 1901, incomplete.  
 Bookseller (English), 1894-5-6-7-8-9, incomplete.  
 Welland Tribune, 1898-9, 1900-1, incomplete.  
 British Empire Review, 1899, 1900-1, incomplete.  
 Britannia, 1897-8-9, incomplete.  
 Publisher's Weekly, 1897-8-9, 1900, incomplete.  
 The Nation, 1897-8-9, 1900-1-2, incomplete.  
 Science, 1892-4-5-6-7, incomplete.  
 The Citizen, 1898, incomplete.  
 University Extension World, 1893, 1894, incomplete.  
 Dominion Presbyterian, 1899, 1900-1, incomplete.  
 Canadian Practitioner, 1890-1-5-8-9, 1900-1, incomplete.  
 Canadian Journal of Medicine and Surgery, 1897-8-9, 1900-1, incomplete.  
 Dominion Medical Monthly, 1894-5-6-7-9, 1900-1, incomplete.  
 Home and Foreign Record, 1863-4-5-6-8, 1870-1, incomplete.  
 Miscellaneous collection of French pamphlets, etc., 21 parcels in all.  
 One parcel German Miscellaneous Pamphlets.  
 The Weekly Colonist, August, 1852, to Dec., 1855, complete.  
 The Church (Toronto), Vol. 14, 1851-2, complete.  
 The Church (Toronto), 1853-4. (Incomplete, 1853.)  
 Toronto North American, 1852-3-4-5, incomplete.  
 Toronto Patriot, 1845, 1849, 1850, 1851, incomplete. 1852 and 1853 complete.  
 Hamilton Gazette, 1847-8-9, 1850-1-2-3-4-5-6, incomplete.  
 Christian Guardian, 1851 incomplete, 1852-3-4 complete.

The following books were transmitted to Mr. Fraser, Provincial Archivist, to be placed on the shelves of the Bureau of Archives, for safe keeping for the Education Department, and are not to be disposed of except upon the direct order of the Minister of Education.

- Canadian Law Times. Vols. 9 to 18. 1889 to 1898.  
 Upper Canada Queen's Bench Reports, Vols. 1-46, 1845-82, (2 copies each of Nos. 35, 36, 37, 38 and 39).  
 Upper Canada Common Pleas Reports, Vols. 1-32, 1852-83.  
 Upper Canada Law Journal, Vols. 1-12 (New Series), 1865-76.  
 Ontario Appeal Reports, Vols. 1-13, 1878-87.  
 Ontario Reports, Vols. 1-13, 1882-7.  
 Grant's Chancery Appeal Reports, Vols. 1-23, 1850-1876.  
 Upper Canada Law Journal, Vols. 1-10, inclusive, 1855-64.  
 La Themis, Vols. 2 to 5 inclusive.  
 Supreme Court Reports of Canada, Vols. 22-24 inclusive.  
 La Bibliothèque du Code Civil, Quebec. Vols. 5-9, inclusive.  
 Lower Canada Jurist, Vols. 1 to 18 (12 and 14 missing).  
 Chancery Reports, Vols. 24 to 29 inclusive (1877 to 1883).  
 Canada Law Journals, 1877 to 1900 inclusive (1899 and 1900 unbound).  
 Local Courts and Municipal Gazette, Vols. 1 and 2.  
 Local Courts and Municipal Gazette, Vol. 3.  
 Local Courts and Municipal Gazette, Vols. 4 and 5.  
 Local Courts and Municipal Gazette, Vols. 6 and 7.  
 St. Alban's Raid Trial, 1865.  
 State Trials, Lower Canada, Vols. 1 and 2 (1839).  
 Upper Canada Error and Appeal Reports, Vols. 1, 2 and 3. Grant, 1846 to 1856.

Respectfully submitted,

HENRY R. ALLEY,  
 Librarian.

30th December, 1905.

## APPENDIX J. ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

<i>Collegiate Institutes.</i>	Entrance Examination, June, 1905.	
	Examined.	Passed.
Aylmer .....	96	62
Barrie .....	137	86
Berlin .....	179	139
Brantford .....	234	170
Brockville .....	142	107
Chatham .....	199	153
Clinton .....	54	49
Collaborge .....	77	68
Collingwood .....	82	53
Galt .....	145	116
Goderich .....	72	52
Georgetown .....	126	90
Hamilton .....	612	464
Ingersoll .....	132	91
Kingston .....	208	174
Lindsay .....	92	71
London .....	396	323
Morrisburg .....	74	13
Napanee .....	105	65
Niagara Falls .....	98	91
Ottawa .....	495	443
Orillia .....	96	64
Owen Sound .....	202	145
Perth .....	96	64
Peterborough .....	179	95
Renfrew .....	115	81
Ridgetown .....	50	31
St. Catharines .....	69	54
St. Mary's .....	131	92
St. Thomas .....	162	113
Sarnia .....	138	84
Seaford .....	70	64
Stratford .....	169	108
Strathroy .....	111	66
Toronto (Harbord St.) .....	495	338
“ (Jameson Ave.) .....	267	155
“ (Jarvis St.) .....	499	321
Toronto Junction .....	103	57
Wankleek Hill .....	69	33
Whitby .....	85	70
Windsor .....	118	88
Woodstock .....	180	137

*High Schools.*

Alexandria .....	111	42
Almonte .....	61	37
Arnprior .....	59	48
Arthur .....	80	47
Athens .....	98	58
Aurora .....	71	46
Beamsville .....	34	17
Belleville .....	171	144
Bowmanville .....	56	43
Bradford .....	36	30
Brampton .....	75	35
Brighton .....	37	34
Caledonia .....	59	41
Campbellford .....	81	59
Carleton Place .....	81	50
Cayuga .....	39	25

*High Schools.—Continued*Entrance Examination,  
June, 1905.

	Examined.	Passed.
Chesley .....	45	38
Colborne .....	25	18
Cornwall .....	119	77
Deseronto .....	17	15
Dundas .....	48	32
Dunnville .....	74	51
Dutton .....	52	48
East Toronto .....	50	40
Elora .....	36	27
Essex .....	57	12
Fergus .....	64	40
Forest .....	57	36
Fort William .....	33	30
Gananoque .....	76	29
Georgetown .....	46	32
Glencoe .....	67	38
Gravenhurst .....	72	57
Grimsby .....	30	24
Hagersville .....	53	14
Harriston .....	27	20
Hawkesbury .....	36	17
Iroquois .....	69	32
Kemptville .....	64	30
Kenora (Rat Portage) .....	38	22
Kincardine .....	75	45
Leamington .....	51	28
Listowel .....	82	56
Lucan .....	94	56
Madoc .....	42	19
Markham .....	129	78
Meaford .....	44	28
Midland .....	37	25
Mitchell .....	89	70
Mount Forest .....	45	40
Newburg .....	66	58
Newcastle .....	31	22
Newmarket .....	48	34
Niagara .....	17	14
Niagara Falls South .....	28	24
North Bay .....	37	15
Norwood .....	43	32
Oakville .....	53	40
Omeme .....	43	24
Orangeville .....	68	42
Oshawa .....	70	59
Paris .....	51	42
Parkhill .....	74	50
Pembroke .....	127	96
Petrolea .....	62	40
Pictou .....	125	59
Plantagenet .....	38	19
Port Arthur .....	35	32
Port Dover .....	26	22
Port Elgin .....	44	35
Port Hope .....	69	61
Port Perry .....	51	34
Port Rowan .....	35	27
Prescott .....	76	51
Richmond Hill .....	64	50
Sault Ste. Marie .....	77	55
Simcoe .....	98	49
Smith's Falls .....	54	34
Smithville .....	42	16



*High Schools.—Continued.*Entrance Examination,  
June, 1905.

Examined.	Passed.
50	25
25	15
81	49
37	36
70	54
66	46
74	50
49	16
68	40
30	23
37	21
84	46
78	43
61	38
54	41
47	41
46	22

*Other Places.*

Aberfoyle .....	33	18
Acton .....	33	30
Alliston .....	57	43
Alvinston .....	59	26
Ameliasburg .....	20	8
Amherstburg .....	41	12
Ancaster .....	43	16
Angus .....	21	6
Apsley .....	3	3
Arkona .....	33	18
Ashton .....	13	9
Aultsville .....	33	15
Avonmore .....	66	22
Ayr .....	27	22
Bailieboro' .....	21	17
Bancroft .....	33	13
Bath .....	42	25
Beaverton .....	29	14
Beeton .....	25	20
Belle River .....	20	12
Belmont .....	26	16
Bethany .....	14	11
Binbrook .....	44	35
Blackstock .....	37	24
Blenheim .....	78	63
Blind River .....	14	7
Blyth .....	29	22
Bobcaygeon .....	22	9
Bolton .....	36	9
Bothwell .....	51	37
Bowesville .....	14	11
Bracebridge .....	50	24
Bridgeburg .....	22	18
Brigden .....	23	12
Brussels .....	87	74
Burford .....	42	24
Burgessville .....	19	13
Burk's Falls .....	31	22
Burlington .....	28	22
Burritt's Rapids .....	9	7
Byng Inlet .....	10	7
Cannington .....	49	31
Cardinal .....	39	18

*Other Places.—Continued.*

	Entrance Examination, June, 1905.	
	Examined.	Passed
Carp .....	21	18
Castleton .....	13	9
Cataraqui .....	43	25
Chapleau .....	2	2
Charleston .....	28	10
Chatsworth .....	26	19
Chesterville .....	52	13
Churchill .....	33	23
Claremont .....	17	15
Clifford .....	19	12
Cobden .....	45	36
Comber .....	25	9
Cookstown .....	36	32
Copper Cliff .....	11	7
Courtwright .....	18	9
Crediton .....	30	23
Creemore .....	17	6
Crosshill .....	25	20
Cumberland .....	38	24
Delhi .....	51	26
Delta .....	32	9
Dickinson's Landing .....	30	15
Dorchester Station .....	55	33
Drayton .....	54	42
Dresden .....	69	58
Drumbo .....	16	13
Dryden .....	8	5
Dundalk .....	45	27
Dungannon .....	44	24
Durham .....	70	36
Eganville .....	56	51
Eglinton .....	32	22
Elmira .....	31	22
Elmvale .....	40	19
Embros .....	23	17
Emo .....	11	7
Erin .....	43	27
Exeter .....	39	34
Fenelon Falls .....	55	30
Finch .....	63	18
Fingal .....	63	27
Flesherton .....	30	24
Florence .....	32	8
Fordwich .....	20	19
Fort Frances .....	6	5
Fournier .....	9	4
Galetta .....	24	22
Glen Allan .....	10	10
Gore Bay .....	28	12
Grand Valley .....	34	11
Guelph Consolidated School .....	17	10
Hall's Bridge .....	9	8
Hanover .....	33	23
Harrow .....	15	10
Hastings .....	24	20
Havelock .....	16	14
Hensall .....	29	16
Highgate .....	30	20
Hillsdale .....	27	17
Hintonburgh .....	56	32
Horning's Mills .....	14	12
Huntsville .....	45	27
Irish Creek .....	37	23

*Other Places.—Continued.*

## Entrance Examination, June, 1905.

	Examined.	Passed.
Janetville .....	4	3
Janeville .....	9	2
Jarvis .....	31	20
Kars .....	12	12
Keene .....	25	23
Keewatin .....	18	11
Kilmaurs .....	8	3
Kimberley .....	15	9
Kingsville .....	29	20
Kintail .....	34	17
Kirkfield .....	15	8
Lakefield .....	52	39
Lanark .....	54	35
Lancaster .....	24	13
Laurel .....	12	6
Lion's Head .....	10	4
Little Current .....	17	7
Little Britain .....	18	8
London East .....	135	86
Lucknow .....	36	26
Magnetawan .....	22	13
Manitowaning .....	12	7
Manotick .....	23	21
Markdale .....	40	25
Marmora .....	20	11
Marksville .....	6	3
Marshville .....	26	20
Marsville .....	4	4
Mattawa .....	21	13
Maxville .....	56	27
Merivale .....	17	9
Merlin .....	45	32
Merrickville .....	32	15
Metcalfe .....	26	23
Mildmay .....	20	10
Millbrook .....	31	24
Milton .....	91	58
Milverton .....	63	46
Minden .....	23	12
Moorefield .....	7	4
Mount Albert .....	21	15
Mount Hope .....	20	7
Mountain Station .....	24	8
Mustadt .....	23	14
Newboro' .....	41	12
New Hamburg .....	33	22
New Liskeard .....	8	6
North Augusta .....	14	2
North Gower .....	26	22
North Lancaster .....	29	8
Orwich .....	44	24
Parkwood .....	24	12
Park Springs .....	41	24
Parkton .....	16	14
Parkton East .....	13	12
Parktonville .....	13	11
Parkton .....	54	34
Parkton .....	24	14
Parkton .....	23	18
Parkton Sound .....	60	32
Parkton S. S. No. 2 .....	20	17
Parkton .....	29	34
Parkton .....	30	20



*Other Places.—Continued.*

## Entrance Examination, June, 1905.

	Examined.	Passed.
Port Colborne .....	26	23
Port Dalhousie .....	59	29
Port Stanley .....	20	10
Powassan .....	51	39
Princeton .....	18	13
Queensville .....	23	14
Rainy River .....	6	1
Randewick .....	5	4
Richard's Landing .....	14	3
Richmond .....	23	18
Rideauville .....	21	20
Ridgeway .....	24	17
Ripley .....	40	23
Rockton .....	38	18
Rockwood .....	32	21
Rodney .....	28	23
Rosemount .....	20	12
Roseneath .....	15	12
Russell .....	30	18
St. George .....	12	10
St. Helen's .....	25	15
Sandwich .....	55	30
Schomberg .....	22	14
Schrieber .....	12	7
Selkirk .....	30	20
Sharbot Lake .....	35	19
Shelburne .....	41	22
Southampton .....	22	18
South Indian .....	26	15
South Mountain .....	24	5
Sparta .....	12	7
Spencerville .....	29	16
Springfield .....	33	15
Stayner .....	70	52
Stony Creek .....	40	28
Strabane .....	22	15
Stittsville .....	21	14
Sturgeon Falls .....	23	14
Sudbury .....	24	12
Sutton West .....	39	16
Tamworth .....	43	28
Tara .....	20	5
Tavistock .....	23	14
Taylorville .....	9	6
Teeswater .....	41	29
Thamesville .....	67	31
Thedford .....	25	9
Thessalon .....	31	13
Thornbury .....	50	27
Thorndale .....	20	16
Tilbury .....	46	26
Tiverton .....	15	5
Tottenham .....	30	22
Tweed .....	49	40
Uptergrove .....	28	19
Varna .....	18	1
Vernon .....	5	1
Wallaceburg .....	46	31
Warkworth .....	40	22
Waubashene .....	53	27
Webbwood .....	20	1
Wellington .....	28	1
West Lorne .....	27	2

<i>Other Places.—Continued.</i>	Entrance Examination, June, 1905.	
	Examined.	Passed.
West Osgoode .....	12	9
Westport Separate School .....	35	13
Winchester .....	60	11
Wheatley .....	18	13
Wilkesport .....	18	8
Wingham .....	54	45
Wolfe Island .....	25	9
Woodbridge .....	26	17
Woodville .....	20	10
Wooler .....	20	17
Wroxeter .....	17	15
Wyoming .....	28	19
Zephyr .....	18	14
Zurich .....	27	16

<i>Summary.</i>		
Collegiate Institutes .....	6,997	5,016
High Schools .....	5,807	3,804
Other Places .....	7,491	4,611
Grand Total .....	20,295	13,431

<i>Comparison with June, 1904.</i>		
Increase .....	521	
Decrease .....		1,201

APPENDIX K.—THIRTY-FOURTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD.

BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1905.

Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honor to transmit herewith the Thirty-fourth Annual Report upon the Institution for the Education and Instruction of the Blind, at Brantford, for the year ended 30th September, 1905.

I have the honor to be,

Sir,

- Your obedient servant,

H. F. GARDINER,

*Principal.*

BRANTFORD, October, 1905.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-fourth annual report of the Ontario Institution for the Education of the Blind, I beg to refer to the appended reports of the Literary and Musical examiners, Mr. S. F. Passmore and Mr. W. E. Fairclough, respectively, who have given in detail their opinions of the work done by the teachers during the year, and of the results accomplished. Mr. Passmore found among the blind pupils "intellects as clear and minds incited by as lofty ideals as are possessed by any other persons;" he credits the pupils with "earnestness and application," and their teachers with "faithful perseverance and sympathy," while further commending the "order, discipline and deportment of the pupils." He did not look for perfection and he did not find it, but his enthusiastic language indicates that he was more than satisfied with what he found. There is no attempt in the Institution to produce a few "show pupils" to excite the amazement of visitors, and allow them to carry away the impression that the brightest and best are fair samples of the whole. On the other hand, the teachers understand the necessity of giving most attention to the mediocre and the dull, and sometimes they have to wait long for encouraging results. Mr. Passmore's suggestions about the teaching of Latin and the adoption of another spelling book will be carried out. Mr. Fairclough did not find the pupils' work at the organ as good as their piano work, but he expresses satisfaction with the records of O. I. B. pupils in the Toronto College of Music examinations and he has a good word for the vocal class. When he sums up by saying that the general "results obtained compare favorably with those of other teaching institutions where the pupils have all their faculties," no more could be asked or expected, for in the study of music, as in everything else, the blind



pupil labors at a disadvantage in comparison with the pupil who can see, and the teacher's work is correspondingly onerous.

As will be seen by the Physician's Report, pupils and teachers enjoyed exceptionally good health throughout the year, which fact was a cause of devout thankfulness and aided greatly in the production of recorded results.

I have embodied in this Report not merely the record of the year's operations in connection with the school and its surroundings, but also information gleaned from the reports of Blind Institutions in the United States, and from various other sources, which may be found useful in the improvement of the Ontario Institution, and which will be instructive to members of the Legislature and others interested in the welfare of the blind. While there is competition among the different Institutions in the endeavor to excel, there is no spirit of monopoly or idea of secrecy. Every plan that has been tested and found good is made public for the general benefit, and the flattery of imitation is invited. Thus one learns from the experience of all. A case in point: The idea of providing workshops or "homes" for the adult blind has been suggested from time to time in Ontario, and has been tried in Pennsylvania and Wisconsin, as well as in several European countries. The New York Legislature is making inquiry into this subject by means of a special commission, and the first report of that commission, of which a summary will be found in these pages, is nearly as useful and instructive to the legislators at Toronto as to those at Albany. The problem of enabling the blind to earn a living and making them independent of assistance is yet unsolved.

The attendance at the Ontario Institution is practically unchanged, notwithstanding the discovery of quite a number of children in the Province who should be enrolled as pupils. It takes protracted argument to bring many parents to a state of mind in which they are willing to entrust their afflicted children to the care of strangers. On the other hand, care and firmness have to be exercised to keep out of the Institution persons who, on account of imbecility, incorrigibility or advanced age, are undesirable as pupils, and for whom their friends would like to use the Institution as an asylum. There is another class, eligible in every respect, except that they have no friends to stand *in loco parentis*, to provide clothing and travelling expenses, to take care of them during vacations, and to receive them at the end of their school life. In the State of Washington, legislation has been enacted which throws the responsibility in such cases upon the county councils, which were probably as slow there as here to take voluntary action involving expense.

The transfer of the control of the Institution, at the beginning of the calendar year, from the Provincial Secretary's Department to the Department of Education was accomplished without friction or difficulty. Among other beneficial effects of the change, we may now hope that the public will be educated up to a knowledge that the Institution for the Education of the Blind is not a "Blind Asylum," but a school.

#### ATTENDANCE.

The total registration of pupils in the session of 1904-05 was 122, as against 121 in the session of 1903-04; at the opening on September 28th, 1904, there were 104 pupils as compared with 103 at the opening of the preceding session; at the close 107 as compared with 109. Of the fifteen pupils who were present during a part of the session, but did not remain until the end, one (male) was taken home because his mother missed his company, two

(males) were averse to work, three (males) left to obtain employment, one (male) became ill, one (male) was taken away by his parents who were removing to England; two (females) did not return after the Christmas holidays, one (female) became homesick after a few days in the Institution, and four (females) went home on account of illness.

Of the 107 pupils who were present at the end of the session, there were forty-seven males and sixty females.

The number of pupils in attendance at the opening on September 27th, 1905, was 107, as compared with 104 at the corresponding date in 1904, and 107 at the closing of the school term on June 21st, 1905. Of those in attendance at the end of the last term, 85 have returned; six former pupils, who were not here at the close of last term, have come back, and sixteen new pupils have been enrolled. The absence of the twenty-two who have not returned is thus explained:—

Graduated.	Male.	Female.	Total.
In piano-tuning.....	2	.....	2
In music (artists' diploma A.T.C.M.) .....	.....	1	1
In literary class (one in industrial).....	.....	2	2
Other causes.			
To secure Employment.....	2	1	3
Domestic requirements.....	2	5	7
Temporary detention.....	2	5	7
	8	14	22

Of those classified as temporarily detained, three returned to their classes early in October.

The ages of the new pupils are as follows:—

Males.		Females.	
Thirty-eight years .....	1	Thirty-one years.....	1
Seventeen years.....	1	Twenty years.....	1
Fifteen years.....	3	Nineteen years.....	1
Fourteen years.....	2	Eighteen years.....	2
Twelve years.....	1	Sixteen years.....	1
Eleven years.....	1	Fourteen years.....	1
Ten years.....	1	Thirteen years.....	1
Nine years.....	1	Ten years.....	1
Seven years.....	1	Six years.....	1
	12		10
			12
			22

The male pupil aged 38 was re-admitted after a few weeks' absence at the close of the last term.

A casual reading of any recent report of this Institution might lead to the inference that the attendance has decreased during the last score of years more than it really has. The reports being made to cover the year ending September 30th, the figures of attendance in the tables at the end of the book necessarily include all the pupils of one term and the new pupils of the next term, because the school opens, after the long summer vacation, a few days before September 30th. Thus, while there were actually 122 pupils enrolled in the session of 1904-05, the enrollment for the year from October 1st, 1904, to September 30th, 1905, was 141. Similarly, the maximum attendance at any one period in the session of 1881 was 179, and total enrollment in that session was 189, though the attendance for the year from October 1st to September 30th is tabulated at 201.

There is gratifying reason to believe that blindness is not so prevalent as formerly, when the physicians and nurses were less well informed and perhaps less careful. But there is another reason why the attendance at the Ontario Institution for the Blind reached its maximum more than a score of years ago. The Institution was opened for the reception of pupils in 1872. For the next eight or ten years new pupils were steadily added, but very few left the school. At the end of that period, and ever since, about as many have finished their course each year, and gone away, as have been enrolled as new pupils. At the present time there are probably thirty children of school age with defective sight in the Province who ought to be in the school, but whose parents for various reasons will not consent to send them. The policy of the Department, based upon the experience of the last thirty years, is to discourage the admission of adults, except under very exceptional circumstances. Had that been the policy twenty years ago, it is doubtful if the attendance then would have been larger than it is now.

#### LOOKING FOR NEW PUPILS.

Acting in co-operation with Principal Mathison, of the Institution for the Education of the Deaf and Dumb at Belleville, and with the permission of the head of the Department, we sent out in the month of March, to the nine thousand school teachers and township clerks of Ontario, copies of the *Canadian Mute*, containing illustrated articles descriptive of the two Institutions, also envelopes containing circulars and addressed postal cards, requesting information concerning children of school age with defective sight or hearing. Nearly 2,500 of the postal cards were returned, most of them stating that no blind children could be found, some expressing sympathy and admiration for our work, and about 75 giving the names and addresses of possible pupils. To all of these, letters were sent, with application blanks enclosed, together with pamphlets about the school, and in several cases personal visits were made by members of the staff.

It would have been far more satisfactory if a larger proportion of the teachers had responded, as it takes a deal of correspondence and not a little time to convince some parents of the advisability of sending their children to a school like this. I gratefully acknowledge the kindness of those who promptly made inquiries and conveyed to me the required information.

#### HOME TRAINING.

In my correspondence with parents, and in my visits to the homes of blind children, I have found great reluctance to let the children leave home, not



mere infants only, but children of ten to fifteen years old being considered too young to go among strangers. This idea, based upon parental love and anxiety, is natural and entitled to respect, but it is the duty of the parent, and not that of the child, to reason the matter out, and to decide that it is better to suffer the wrench of separation than to have the child grow up in ignorance. When the child approaches manhood or womanhood, it will naturally dislike to go into classes with infants, and the lost years cannot be recovered. I recited in last year's report a number of things which blind children might be taught with advantage at their homes before coming to school, and as this subject is of great importance, I quote from the *Boulder, Montana, Rocky Mountain Leader* the following article by Max W. Voss on Home Training for the Blind:—

"It has only been within the past few generations that the education of the Blind has been considered a necessary feature in completing the educational system of the world. Previous to this period the position of the blind as regards the social and industrial world was one of degradation, neglect and obscurity. Homer and Milton, though ranking pre-eminently in advance of their age, were not sufficient factors to interest their Governments in advancing the condition of the blind, and it was left for a modern civilization and a later generation to lay the foundation of this great work. To-day every representative nation of the globe and nearly all the States of our Union have equipped the most modern and up-to-date schools for the blind. Gradually but surely the teachers of this profession are increasing the courses prescribed in the curriculums of these schools, until they now are placed on an equal basis with the best High Schools of the country.

"The work is advancing, and yet at times it is seriously retarded by the lack of training before entering the schools. The physical development of a normal child is the result of a natural growth and it begins with the earliest efforts of the child and continues until the body reaches maturity. As an infant it creeps for the object it desires, and as the limbs grow stronger it does what it sees others do. Its action is the result of imitating.

"The problem with which we have to deal is of quite a different nature and requires a more complicated method for its solution. The child deprived of one of the five senses necessarily demands a greater amount of attention than one in possession of all his faculties. This training or development should begin at home and the members of the family should consider themselves directly responsible for its growth. If a child is backward, then teach him independence and self-reliance. From the earliest possible period he should be taught how to dress himself and also the use and care of clothing. The latter is a fact sadly neglected among the blind. He should be taught the proper use and care of the seven handicraft tools, such as the hammer, the saw, the rule, etc. Whenever an occasion of playing with other boys in the rougher out-of-door games presents itself, he should never fail to avail himself of this opportunity. The girls should be taught how to sew, both by hand and machine, to cook, to wash dishes and set tables, and to do all of the domestic forms of housekeeping. The child should be taught how to dance, so that the body may become agile, supple and graceful. I believe every blind child should be taught the art of dancing. I may of course be criticized for advocating this theory, but if dancing were taught with the view of strengthening and beautifying the body, time could not be more profitably spent than in this work, notwithstanding the different ideas or opinions some of the learned men of the day may have in regard to this subject.

"But the physical training of a blind child is not alone sufficient to assure a successful career. A sound mind in a sound body was the theory of the

old Greeks and that theory holds good down to the present time. There is a mistaken belief, among the parents of these children, that because of their blindness their every whim and caprice should be gratified without regard to the injury that may result from this treatment, a mistaken love that should be guarded against. Train them to be independent and self-reliant, and when backed by common sense there can be no greater stimulant for success. Too often we find among the pupils of our schools those who are weak both in mind and body, a result due wholly to a neglect in their early home training,—boys and girls who are of no practical benefit to society and who in time will become burdens to the state. This is a fact to be deplored, and when we believe that from the same material might have been made young men and women who would be an honor to their families, a credit to the community and a benefit to society, too much attention cannot be given to the early home training of the blind. The home is the kindergarten of the world and the mother is the teacher.”

#### CHANGES IN STAFF.

Mr. J. A. Hayter resigned his position as Instructor in Piano Tuning on December 31st, 1904, on account of ill health. Mr. Thomas Usher was appointed to succeed him.

Mr. T. Truss resigned his position as Trades Instructor on May 1st, 1905, to take effect on August 1st succeeding. At the time of writing the position has not yet been filled.

Mr. George A. Ramsay was appointed Supervisor of Boys and commenced his duties in that capacity on October 1st, 1905.

#### EXAMINATIONS.

The annual examination of the literary classes was conducted by Mr. Samuel F. Passmore, Classical Master in the Brantford Collegiate Institute, who spent five full days among the pupils, four of which were devoted to the examination. Mr. Passmore's report is appended, and attention is also drawn to his remarks at the closing concert, elsewhere reported. While embarrassed by his unfamiliarity with the methods of teaching the blind, Mr. Passmore became deeply interested in the work he was called upon to inspect, and his report shows an intelligent comprehension of the difficulties, as well as a gratifying appreciation of the successes, of the teachers. I would suggest that, when it is possible to do so, the same examiner should be appointed for at least three consecutive sessions. In that way a better idea of comparative progress can be formed.

#### MUSICAL INSTRUCTION.

For the fifth time Mr. W. E. Fairclough, of the Toronto College of Music, acted as examiner of the pupils in Music, of whom he found fifty remaining at the close of the session, several having been called away by illness and other causes before the examinations began. His report will be found on another page. The *Toronto Globe* of April 14th, 1905, contained the following reference to the performance in that city of the graduate of this year:

“A very interesting piano recital was given in the Hall of the Toronto College of Music last evening by Miss Mary Williams of the Ontario Institu-

tion for the Blind at Brantford. Though quite without the precious gift of sight, Miss Williams succeeded in giving a creditable rendering of a long and difficult programme, including such numbers as the Schubert Impromptu, Op. 142, No. 2; Schumann's 'Nachtstück,' Chopin's 'Berceuse,' and Impromptu Op. 29, and Beethoven's Sonata, Op. 27, No. 2 ('Moonlight'), besides several other compositions by Raff, Nevin, Pierne and Liszt. The performance of piano classics of such a character, with not only a beautiful clearness of tone and touch, but in a manner displaying taste and intelligent conception of the works under her attention, must have been very gratifying to the friends of Miss Williams, and to her teacher, Mr. Ernest A. Humphries, the Musical Director of the Institution for the Blind. The assisting performers were Miss Alvina Springer of Guelph, pupil of Dr. Torrington, and Miss Josephine Sheppard, of the School of Expression, both of whom delighted the audience with their selections."

The following is the list of successful O. I. B. pupils in the Toronto College of Music examinations, June, 1905:—

Associate Toronto College of Music (A.T.C.M.), First Class Honors,  
Miss Mary Williams.

Third Year Piano, First Class Honors, Miss Hester Ponting.

Second Year Piano, Second Class Honors, Miss Grace Kight.

Second Year Piano, Second Class Honors, Miss Anna Victoria Thomson.

Second Year Piano, Pass, Herbert Treneer.

First Year Piano, First Class Honors, Miss Ethel Peterson.

First Year Piano, Second Class Honors, Charles Duff.

First Year Piano, Second Class Honors, George Skinkle.

First Year Piano, Second Class Honors, Albert Fall.

First Year Piano, Second Class Honors, Cameron Allison.

Second Year Theory, First Class Honors, Miss Mary Williams.

First Year Theory, Second Class Honors, Herbert Treneer.

#### ENTERTAINMENTS.

The entertainments by and for the pupils were as numerous and popular as usual. The following report of the Christmas Concert appeared in the Brantford *Expositor* of December 21st:

"The popularity of the Christmas concerts at the Institution for the Blind was evidenced last evening in a marked way by the attendance of a very large audience, who filled the institution hall to the doors. That such a number of people should go such a distance on so stormy an evening must be accepted by those in charge of the concert as a very great compliment. The hall was gaily decorated with flags and wreaths in a most effective Christmas style, and formed a bright setting for the interesting work of the very apparently bright and happy pupils.

"In welcoming the friends to the school, Principal Gardiner also extended a hearty invitation to them to visit the institution during school hours instead of at times when the work of teaching was not in progress. He also reminded the audience that though the programme was largely composed of musical numbers, still music was but one branch of the institution work, and that the common school education necessarily received first attention, as is required in any school for young people.



"The programme, which was composed of bright numbers throughout, and possessed the added virtue of brevity, no encores being allowed, was as follows:

Organ—"Christmas Offertory" .....	<i>Jules Grison.</i>
MARY MACDONALD.	
Recitation—"Six Little Turkeys" .....	
MARY CUNEO.	
Part Song—"Vesper Bells" .....	<i>Bonheur.</i>
CHORAL CLASS.	
Piano Duet—"Christmas Happiness" .....	<i>Mendelssohn.</i>
HERBERT TRENEER AND CHARLES DUFF.	
Recitation—"Our Christmas" .....	
WINIFRED DAVISON.	
Piano Solo—"Valse Brillante" Op. 34, No. 1 .....	<i>Chopin</i>
HESTER PONTING.	
Two Part Song—"The Angel's Gift" .....	<i>Cotsford Dick.</i>
CHORAL CLASS (Girls).	
Two Pianos—"The Dragon Fighter" .....	<i>Hoffman.</i>
VICTORIA THOMSON AND GRACE KAY, ALICE STICKLEY AND CATHARINE CURRY.	
Recitation—"While Shepherds Watched their Flocks by Night" .....	
IRENE FOX.	
Part Song—"Song" from "Love's Labor's Lost" .....	<i>Nevin.</i>
CHORAL CLASS.	
Piano Solo—(a) "Love Dream" No. 3 .....	<i>Liszt.</i>
(b) "Impromptu" Op. 29 .....	<i>Chopin.</i>
MARY WILLIAMS.	
Recitation—"The Little Maid's Sermon" .....	
ETHEL MCQUADE.	
Anthem—"O Gladsome Light" from "Golden Legend" .....	<i>Sullivan.</i>
CHORAL CLASS.	
"Overture to 'Rosamunde'" .....	<i>Schubert.</i>
Piano.—MARY WILLIAMS AND GERTRUDE COLL. HESTER PONTING AND GRACE KIGHT.	
Organ.—MARY MACDONALD.	
<i>God Save the King.</i>	

"In an array of numbers covering such a wide range it would be almost impossible to select any of superior excellence. The recitations were all marked by that distinctness of enunciation and characteristic attention to vocal inflection which is always a feature of these concerts. In the musical numbers especial mention might be made of the work of Miss Mary Macdonald at the organ, and of the brilliant performance by two small boys, Masters Treneer and Duff, of their piano duet. The concerted pieces were also delivered in a manner which apparently delighted the audience, the closing number, Schubert's Overture to Rosamunde, rendered by five girls on two pianos and the large pipe organ, being unquestionably the crowning effort of the evening.

"The singing of the choral class is possibly the most entertaining feature of institution concerts, and last night they very ably maintained their splendid reputation. The work of the class is especially remarkable for good tone, spontaneity of attack and attention to phrasing and shading; their work last night would compare most favorably with the best trained choirs, and was notably excellent in their rendering of a "Song" from "Love's Labor's Lost," by Nevin, and "O Gladsome Light," by Sir Arthur Sullivan.

"In fact, the whole concert was remarkable for its excellence and brightness, and reflects great credit upon Principal Gardiner and his able assistants."

The Christmas Tree entertainment was held on December 26th, and it was thus described by the newspaper next day:

"The pupils at the Ontario Institution for the Blind, who were unable on account of distance or other considerations to spend the holidays with their friends at their homes, enjoyed a Christmas Tree entertainment last night. The concert decorations had been left up in the Music Hall from last week, and the good taste of Mrs. Kirk, Misses Lee and Haycock was shown in the arrangement of the ornaments and presents on the tree. First, an impromptu concert programme was given, consisting of piano solos by Herbert Treneer, Irene Fox, Grace Kight and Mary Hicks; mouth organ solo by John McDonald; violin solo by Alex. Forbes; songs by John McDonald, Anna Mulligan, Matilda Sauvé, Joseph Boudreault, Ovila Daniel—the last two in French; recitations by Harry White, Orville Frayne, Roy Goldie, Marie Sprengel, Ethel Squair, Harriet Hepburn, Nellie Catling and Beatrice McCannan. All did well, but especial applause was given to the little ones who made their first bow before an audience. The distribution of the gifts followed, and all seemed highly delighted with what Santa Claus had brought. Several friends of the pupils and teachers honored the occasion with their presence."

On March 9th the pupils were favored with a visit from the Canada Club, of Brant Avenue Methodist Church, accompanied by the pastor, Rev. Mr. Harvey. The Club members debated the question, "Resolved, That a continuance of the policy of Free Trade is not in the interests of Britain." The debaters on the affirmative were Messrs. Doherty, Matthews, Hartley and Durkee, while those who upheld the negative were Messrs. Ranson, Wood, Williams and Davies. The judges decided in favor of the negative. Before and after the debate, which was most interesting, several of the pupils gave musical selections, and at the conclusion cake and coffee were served by the matron and her staff in the dining room. The Principal thanked the young people for their visit, and he remarked that he had often wondered why the good people of the city were so seldom moved to do anything for the entertainment of the pupils, until it had been suggested to him that perhaps they were waiting to be invited. He would be glad to have many such visits.

On March 18th Messrs. James F. Egan and Fred. Jenkins, of Hamilton, who had been singing on the previous evening at the St. Patrick's Society concert in the city, made an informal visit to the institution and delighted the pupils with their songs. They promised to repeat the visit, bringing with them other capable musicians.

On March 27th the Principal, on the invitation of the Young Men's Union—an organization of pupils for mutual improvement—gave a lecture in the music hall on "Ontario Place Names." William Ryan acted as chairman.

The so-called Willow Concert was held on April 18th. Mr. Humphries manipulated a phonograph kindly loaned for the occasion by Mrs. B. C. Bell, the result being very amusing.

On May 1st the Young People's Society of St. Jude's (Church of England) church gave an entertainment to the pupils, Rev. Rural Dean Wright occupying the chair. There were vocal solos by Misses Wright, Miss M. Raymond, Miss C. V. Williams, Messrs. F. H. Adams and W. Scace; duets by Misses Wright and McKay, and by Misses Raymond and McKay; piano and organ selections by Misses Nichol, Raymond, McKay and others—an admirable programme throughout. The visitors partook of refreshments.

and spent a social half hour in the teachers' parlor after the concert, and promised to come again.

On May 16th the Young Men's Union of the Institution gave an entertainment, with Mr. John Gray in the chair. This Society admits to its membership all male pupils over fifteen years of age, and its programme of recitations, dialogues and vocal and instrumental music was prepared without assistance from the teaching staff. The result was quite satisfactory.

#### CLOSING CONCERT.

The closing concert of the session took place on the evening of June 19th. It was thus reported by the Brantford *Courier*:

" 'Better than ever' was the verdict of the large audience that filled the music hall of the Ontario Institution for the Blind last night, to listen to the concert given by the pupils in connection with the closing of the session. The Principal welcomed those who had come out on such a warm evening to testify their interest in the welfare and progress of the pupils, and he spoke at some length on the work that had been accomplished during the year, and of the plans for improvement in the future. There had been no dangerous illness, and, with the blessing of good health, pupils and teachers had been able to do hard and steady work, without which the institution would fail of its intention. He spoke of the transfer of control of the Institution from the Provincial Secretary's Department to the Department of Education, and regretted the inability of Hon. Dr. Pyne, the Minister of Education, to accept the cordial invitation that had been sent to him to be present. Not only on account of the concert, and to meet the good people of Brantford, would he have been glad to have the Minister of Education present, but he also had an idea that if the Minister saw for himself the beauty of the Institution grounds in leafy June he would think twice before consenting to have the grounds mutilated. In his (the Principal's) interviews and correspondence with the head of the Education Department, he had received every assistance and encouragement, for which he felt grateful, and he also had occasion to thank the friends in Brantford who had entertained the pupils in various ways, thus relieving the monotony of their lives and putting them in closer touch with the world. He hoped that the relations between the school and the city would be even more intimate and cordial next year.

"The conduct of the programme was then handed over to Mr. Humphries, the musical director, under whose management the various numbers went off very smoothly. Notwithstanding the oppressive heat the audience listened most attentively to the performance of the pupils, and rewarded them with liberal applause. It had been, very evidently, the ambition of the musical department to present as many novelties as possible, and this desire was realized in a most successful manner. Several of the selections were quite new to a Brantford audience, and at least one number, the final concerted piece, 'Pomp and Circumstance,' by Sir Edward Elgar, had never been previously performed in Canada in the form presented. Solo numbers were the exception, only two appearing on the lengthy programme; both of these, however, are entitled to special remark for the splendid manner of their performance. These were the Wely 'Offertoire' for the organ, played by Miss Hester Ponting, evidently an organist of most promising ability, and the Concerto in E Flat Major, by Mozart, for piano with orchestral accompaniment. By the playing of this Concerto, Miss Mary Williams completed her arduous course for the degree of Associate of the



Toronto College of Music, and to say that she acquitted herself with exceptional credit would be but mild praise.

"Dr. Torrington conducted the orchestra, which was augmented by the pipe organ, and he was delighted with the clear playing of the soloist, and the precision with which she took up the piano parts after the orchestral 'tutti.'

"The singing of the Choral Class is always a delightful feature at these concerts, and Monday evening the chorus seemed to be fully up to their old-time standards, though much of the vocal material was of recent acquisition. One selection must be given special mention, namely, the Dutch Lullaby, 'Wynken, Blynken and Nod,' by Nevin. This was a decided novelty, including a soprano obligato solo and a four-hand piano accompaniment, and was sung with beautiful tone and expression.

"Four recitations were presented by as many junior girls, who certainly acquitted themselves with splendid credit to their teachers. The audience very apparently appreciated the clearness of the reciters' enunciation, and their power of vocal genuflection. Miss Irene Fox, in 'The Volunteer Organist,' probably made the hit of the evening as far as the recitations were concerned.

"Following is the programme in its entirety:

Organ—"Offertoire" .....	Wely.
HESTER PONTING.	
Part Song—"Evening Song" .....	Franz Abt.
CHORAL CLASS.	
Recitation—"Rover in Church" .....	Anon.
GERTRUDE JAMES.	
Military March—"Parade Review" .....	Englemann.
Three Pianos—HORACE VALIANT AND GEORGE SKINKLE, CAMERON ALLISON AND ALBERT FALL, CHARLES DUFF AND FRED. JOHNSTON.	
Part Song—"Wreath Ye the Steps to Great Allah's Throne" (from "Paradise and Peri") .....	Schumann.
CHORAL CLASS (Girls).	
Two Pianos—"Slavische Taenze" .....	Dvorak.
MARY MACDONALD AND HESTER PONTING.	
Recitation—"The Builders" .....	Longfellow.
BEATRICE MCCANNAN.	
Part Song—"Among the Lilies" .....	Czibulka.
CHORAL CLASS.	
Piano with Orchestra—"Concerto in E Flat Major," "Andante" and Allegro" .....	Mozart.
MARY WILLIAMS.	
Part Song—"Light as Air" (Faust Waltz) .....	Gounod.
CHORAL CLASS.	
Recitation—"Grumble Corner and Thanksgiving Street" .....	Anon.
EMMA ROOKE.	
Concerted—"Overture to 'Tancredi'" .....	Rossini.
Pianos—EVA JOHNSTON AND MATILDA SAUVE, HERBERT TRENEER AND THOMAS KENNEDY.	
Organ—MARY WILLIAMS.	
Part Song—"Wynken, Blynken and Nod" (Dutch Lullaby) .....	Nevin.
CHORAL CLASS.	
Recitation—"The Volunteer Organist" .....	S. W. Foss.
IRENE FOX.	
Concerted—"Pomp and Circumstance" (Military March) .....	Elgar.
Pianos—ANNA THOMSON AND CATHARINE CURRY, ALICE STICKLEY AND GRACE KIGHT, GRACE KAY AND GERTRUDE COLL.	
Organ—MARY MACDONALD.	
God Save the King.	

"At an appropriate interval the Principal introduced Dr. F. H. Torrington, Director of the Toronto College of Music, who spoke in terms of

high commendation of the success of the pupils, as shown by their examination papers and the examiner's notes, which Mr. Fairclough had permitted him to see, and he said his pleasure in visiting the O.I.B. increased as the years rolled round. It did him good to find men and women in earnest in their work, not sparing themselves, but being anxious for results.

"Dr. Torrington then presented to Miss Mary Williams, of Toronto, the graduate of the year, her well-earned diploma, A.T.C.M., and gave her special praise for her splendid playing a few weeks ago in recital at the College of Music in Toronto. He also presented to their earners the following certificates of progress:

First year piano, first-class honors—Ethel Peterson.

First year piano, second-class honors—Charles Duff, George Skinkle, Albert Fall, Cameron Allison.

Second year piano, second-class honors—Grace Kight, Anna Victoria Thomson; Pass, Herbert Treneer.

Third year piano, first-class honors—Hester Ponting.

First year theory, second-class honors—Herbert Treneer.

Second year theory, first-class honors—Mary Williams.

"At the conclusion of the programme Rev. W. H. Harvey, of Brant Avenue Church, took the floor and, in a few hearty words, expressed his pleasure and satisfaction with the achievements of the pupils, giving special commendation to the performances of Miss Williams on the piano and organ. Mr. S. F. Passmore, Classical Master in the Brantford Collegiate Institute, followed Mr. Harvey, saying that he had lately had occasion to visit the Institution for the Blind, and he could assure those not familiar with the work of the Institution that the literary work was done with as much thoroughness as the work in music, which had just been exemplified. From the kindergarten up every class had interested him.

"Mr. Gardiner thankfully acknowledged the kind words that had been spoken, and the audience dispersed after singing God Save the King."

The attendance of friends from the city at the formal entertainments given by the pupils is all that could be desired or accommodated. The entertainments given to the pupils by the Young People's Societies of St. Jude's and Brant Avenue churches were highly appreciated, and it is hoped that the example thus set will be followed by other city societies and choirs, and by individuals possessed of musical or oratorical talent. Such incidents make a pleasant break in school routine, the pupils gain instruction, the spirit of emulation is excited, and the extension of their acquaintance with seeing people cannot but be beneficial.

### THE ADULT BLIND.

In last year's report I presented a number of opinions on the establishment of industrial homes for the adult blind, and as this question is still unsettled, the following items will add to the stock of information of those interested:

The blind Postmaster-General and Political Economist, Right Hon. Henry Fawcett, addressing about two hundred blind persons and their friends at South Hackney, in 1884, a few months before his death, said: "Every day I live, the fact becomes more strongly impressed upon me that by far the greatest service that can be rendered to the blind is, as far as possible, to emancipate them from the depressing feeling of dependence, and this can best be done by enabling them, as far as practicable, to live the same life as others live, cheered by the same associations, brightened by the same hopes,

sharing the same joys. . . . With regard to those who become blind in after life, the one thing which, above all others, I wish to enforce is, do not take them away from the joys and pleasures of home life, do not keep them in the walls of institutions, do not congregate them together, but let them live as far as possible with those who can see."

The Batavia, N.Y., Daily News of Feb. 1st contained this summary of the report of a special committee appointed by the New York State Legislature: "Albany, Feb. 1. Dr. F. Park Lewis, of Buffalo; Lewis Buffett Carll, A.M., of New York; and O. H. Burritt, A.M., of Batavia, composing the special commission created by a law of 1903 to investigate the condition of the adult blind in this State and to report on the expediency of the establishment by the State of industrial training schools or other institutions, will present its report to the Legislature to-night. Dr. Lewis, who is president of the Board of Managers of the State School for the Blind in Batavia, is president of the commission; Professor Carll, who is blind, and is a noted educator, is vice-president; and Professor Burritt, who is superintendent of the State School for the Blind in Batavia, is secretary. The office of the commission is in Batavia.

"It is evident on glancing at the report that the commission has not been idle, as its findings and recommendations cover 86 typewritten pages, and a perusal of these pages convinces the reader that the commissioners have discharged their duties in a thoroughly conscientious, exhaustive and able manner, and have done work which will be of great value. The commission held seven meetings; studied and analyzed the United States census of the blind taken in 1900; studied the New York City list of blind pensioners; has caused a personal visitation to be made of about one-sixth of the entire blind population of the State, besides calling for expressions of opinion from about 1,000 more; has had correspondence with all county superintendents of the poor in the State and with all institutions for the blind in the United States and Canada, and with many abroad; has given one formal and two informal hearings to the blind and their friends, and has had correspondence and conferences with the chairman of the Massachusetts commission recently appointed for the same purpose. The commission has also, through one or more of its members, personally visited all public and private institutions for the blind in this State, the Connecticut Institute and Industrial Home for the Blind in Hartford, the Columbia Polytechnic Institute for the Blind in Washington, D. C., the Pennsylvania Working Home for Blind Men and the Industrial Home for Blind Women in Philadelphia; the St. Joseph's Home for Blind Females in Jersey City, N.J., the Perkins' Institution for the Blind in Boston, Mass., the Maryland School for the Blind in Baltimore, and the Pennsylvania Institution for the Blind in Philadelphia.

"It was concluded by the commission at the outset that if it would acquire the knowledge necessary to enable it to make wise recommendations, it must first ascertain, so far as possible, what was the general condition of the adult blind in the State, and, second, what public or private measures had already been adopted either in this State or elsewhere to improve the condition of the adult blind. The succeeding pages of the report show conclusively that the members went about their task intelligently and systematically, and that during the seven months of their official career they have performed a vast amount of labor which is bound to result in great benefit to the unfortunate people for whose sake it was done. Detailed and interesting reports regarding visits paid to people in their homes and to public and private institutions, formal and informal conferences and cor-



response are given in the report, and there are a number of valuable statistical reports covering various phases of the work.

"Conclusions arrived at by the commission are as follows: The blind of the State are in general very poor, and usually have as their nearest relatives persons who are not in good financial circumstances. At least 65 per cent. of them are too old to acquire and follow any industrial occupation, while another and unknown proportion are physically or mentally unsound. In the case of many who are sound long enforced idleness has destroyed the desire to work, and it would require time to overcome their indolence. Most of the blind, especially the women, do not travel far alone, hence they must live near their work, or it must be taken to them. The adult blind of Greater New York apparently are better situated than those of the rest of the State, and do not evince any particular desire for State assistance, but a more thorough investigation might show these seemingly favorable conditions to be in reality no more advantageous than those which prevail in other localities. As a result of a personal visitation to nearly 1,000 blind, and correspondence regarding them, it was found that many of the blind, especially women, are comfortably cared for in the homes of relatives or friends, and it would seem unwise to place such in industrial homes. Experience here and abroad indicates that workshops for adult blind men are better than industrial homes. Many adult blind under existing conditions become wholly or practically self-supporting. The experience of many blind men who have endeavored to follow some trade learned at schools for the blind proves that while the product of their labor would probably be of sufficient value to afford them comfortable support the time consumed in selling it prevents them from gaining support. Adults and children should not be trained in the same institution or under the same management. Some form of manual training for boys should take the place of the industrial training now given in schools. Attempts to combine industry and charity in the same establishment and under the same management have proved in every instance to be, at best, financial failures. While the giving of pensions is the simplest method of aiding those who require financial assistance, it is, in many instances, unwise and demoralizing. With all the deductions previously made, there are still many adult blind who are capable of being taught and of following some trade, for whom suitable provisions should be made.

"Recommendations made by the commission are as follows: The work of personal visitation should be completed for the blind of the entire State. Provision should be made for the industrial training of blind persons over 21 years of age, and, to that end, in Buffalo, there should be established, tentatively in a rented building, one industrial school or school-shop, and as soon as possible manual training should replace the industries now followed in the State School for the blind in Batavia. The blind should be enabled to sell their products to State and municipal institutions. Measures should be taken to determine the causes of existing blindness and such preventive measures should be employed as will tend to lessen future blindness in the State.

"To carry out its recommendations the commission asks that a permanent commission be established and it submits the draft of a bill creating such a commission and outlining its objects. This bill provides for the appointment of a commission of three persons, each to serve three years, without compensation, but to receive allowances for actual expenses. It is further provided that the commission shall complete the work of investigation begun by the special commission, aid worthy adult blind persons by finding em-

ployment for them at home or elsewhere, to furnish material, tools, etc., to the value of not exceeding \$200.00 to any one individual, and to establish an exchange for marketing the products of the blind. Provision is made for the establishment and supervision by the commission of one or more industrial training or shop schools. For the year ending December 31, 1904, in addition to the unexpended balance in the treasury of the special commission, the sum of \$8,500.00 is appropriated by the bill for the work of the permanent commission.

"There was appropriated for the expenses of the special commission the sum of \$3,000.00. The commission reports that it expended \$1,468.70, leaving a balance of \$1,531.30."

#### THE KIND OF EDUCATION THE BLIND REQUIRE.

In my report a year ago, considerable space was devoted to the consideration of the problem of suitable and remunerative employment for the blind. The responsibility of those intrusted with the education of the blind is *prima facie* greater than that of those who teach pupils possessed of sight. The latter, even if deaf and dumb, can choose from a wide range of trades, professions and employments, and a plain living can always be obtained by the unskilled labor of a sighted man who has health and strength. The occupations open to a blind man are few in number, and in hardly any of them can he hope to do as well as his sighted competitor. He must be taught in school to do something that has a money value, and if possible a situation must be found for him when he ceases to be a pupil. I mentioned last year that Mr. W. B. Wait, Principal of the New York City Institution for the Blind, took strong ground at the St. Louis Convention against teaching trades in Blind Schools, affirming that the blind youth should be given the same kind of education as their seeing brothers and sisters, and then left to find their vocations. Mr. Michael Anagnos, Director of the Perkins Institution and Massachusetts School for the Blind, contends in his last Report that "Liberal Education is the Need of the Blind," using the following line of argument:

"By reason of their infirmity the blind are seriously handicapped in the race of life. The visible world is annihilated for them, and they are plunged into perpetual darkness, which limits the sphere of their activity within narrow bounds and disables them from the pursuit of most of the occupations in which their fellowmen are engaged. They are cut off from some of the higher privileges of the race and are obliged to toil against a flood of difficulties. True, certain manual employments, in which the work of the human fingers is still in use, remain open to them; but these are few in number and eagerly appropriated by seeing competitors. Briefly stating their case, we may say that the blind meet with mighty obstacles in whatever they undertake to do with their hands, especially in those manufacturing enterprises in which machinery is extensively used. Consequently they are shut out entirely from the wide field of varied industries, into which innumerable clear-sighted reapers put their sickles under circumstances infinitely more favorable to themselves than those surrounding the sightless laborers.

"These facts make it evident that it is worse than useless to insist upon carrying on in our schools for the blind the plan of education which was adopted for them at the time of their establishment, and in which the learning of handicrafts and the ability to work at ordinary trades were among the principal features and formed the objective point. We must bear in mind that a radical change has occurred in recent years in our in-



dustrial, economic, social and business arrangements. The old order of things has vanished and has been succeeded by a new one, which is altogether different from its predecessor. We have passed from an individualistic to a collective type of civilization and have entered upon an era in which sordid selfishness is conspicuous and the thought of others is buried in eternal oblivion. We live in a peculiar age in which an ardent devotion to unrighteous mammon is transformed into a sort of idolatrous worship and the craving for the vulgar display of wealth and for keeping up with the procession of pleasure-seekers amounts to madness. We have entered upon a period of rapacity and absorption in the pursuit of gain, in which the moral sense is threatened with paralysis, while heartless operators and unscrupulous magnates of trusts carry on with impunity the sinister process of gaining absolute control of the sources of supplies that are indispensable to human life and comfort. We are in the midst of merciless times, in which there is no solicitude nor charitable regard for the needs and rights of the weaker members of society and in which the strife for existence is made harder than ever.

"If we consider carefully how the different classes of society are affected by these unusual and, to some extent, unnatural developments, we can easily see that the blind are placed at a greater disadvantage than those whose sight is unimpaired. Indeed, they are the principal sufferers; for while they are utterly unable to join any of the immense manufacturing companies or financial combinations for lack of capital or of assets of any kind, they are at the same time debarred from participating in great industrial occupations and mechanical trades carried on upon a large scale on account of their inability to handle the complicated machinery, which constitutes the principal force and main feature of all such enterprises. Under these conditions they can hardly hope to succeed in obtaining remunerative employment in ordinary workshops; nor is it possible for them to come into competition anywhere with seeing craftsmen, for, if they attempt to do so, they are liable to be pushed aside by the latter.

"Thus the obstacles, which hinder almost all persons bereft of the visual sense from engaging advantageously in handicrafts or from seeking to obtain employment in factories, are insurmountable, and no expedients nor devices of any sort can remove or lessen them. Hence, in our efforts to uplift the blind and equip them adequately to fight the battle of life successfully, there is only one course left for us to pursue, and that is to change front and let 'the bricks fall down and build with hewn stones.' We must persist no longer in wasting our means and exhausting our forces by trying to sail our bark against strongly adverse winds or to penetrate impenetrable barriers. We must follow the path indicated by reason and common sense and turn our attention in a direction which promises to produce better results and is more hopeful than the old one. In other words, all our efforts should be devoted to the development and cultivation of the brain. This should be made the principal object of our work. Instead of giving a prominent place to handicrafts and endeavoring to teach several of them at a great expense of both money and time, we must strive first and above all to increase the intelligence of our pupils, to awaken their insight and to strengthen their judgment, upon which their fortune depends. We must cultivate their minds in a thorough manner and make these batteries of thought, which, according to Emerson, is the seed of action and the means of shaping one's career. We must give them perfect knowledge and mastery of their own inner selves and inculcate in them the spirit of self-reliance and independence and those elements of character which are indispensable



for success in life. All our energies should be brought to bear upon these points. It is only through the adoption of a broad scheme of education like this that we can hope to put down the bars which separate the blind from ordinary society.

"These considerations have led us to pay increased attention to the cultivation of the mental faculties of our scholars and to make this the primary principle and basis of our work. Accordingly our plan of education has been entirely reorganized or reconstructed on a broader and firmer foundation than that of the past and has been brought up to such a degree of completeness as to keep abreast with the times and to meet fully the demands and special requirements of the children and youth who attend our school.

"This system as it is now stands is very comprehensive in its scope and far-reaching in its influence. It does not confine its work within the narrow limits of giving to the blind an elementary knowledge of the ordinary branches of study and of teaching them some music and one or more simple trades, but goes far beyond this. It aims to reach every faculty of the students and to develop every side of their natures—intellect, conscience as an active element of character, the sense of honor, the love of industry, the ability to devise and to do and the desire for independence.

"By this system of education we hope to produce men and women of a fine type, strong, hardy, self-reliant, brave, enterprising, discreet. We purpose to make them capable of reasoning and judging, of thinking and planning, of deciding and executing. We trust to be able to inspire them with the ambition of becoming active, interesting, valuable members of society rather than recipients of charity, which in some instances might be disguised in the form of manual occupations or industrial opportunities. Lastly, we intend to train them to use their powers intelligently and skillfully and to enable them to put themselves in as many relations with their fellow-men as they possibly can.

"In devising or adopting ways and means for carrying on the work of the school in accordance with the best and most approved methods, we never lose sight of the fact that education is a dynamical and not a mechanical process and that it is of the utmost importance to make a close union between the intellectual life and the deeper foundations of the character of our scholars.

"Having become firmly convinced that the destiny of the blind rests entirely upon the breadth of their intelligence and the strength of their character, we are earnestly laboring to provide for our pupils such advantages and opportunities as will enable them to gain these inestimable qualities. For the attainment of this end we leave nothing undone. While we pay due heed to the valuable lessons taught by the history of pedagogy and bring within the reach of the children and youth entrusted to our care the experience of the past and the best products of the human mind, so that they may profit by these, we try at the same time to give them a broad view of the world about them and to make them responsive to all that is vital in the thought and life of to-day. For it is from the ranks of persons educated and trained in this way that will come the strong men and women, who will serve both as examples to their fellow-sufferers and as active agents in leading these to a higher plane of social dignity, moral excellence and economic success."

#### LABOR CONDITIONS.

The ideas presented by Mr. Anagnos, based upon the experience of many years, are entitled to the greatest respect. There is room at the top; but in

every school—for the blind or for the seeing—there are many pupils whom no amount of training can qualify to fill high positions in professional or commercial life. Unless these earn a living with their hands, they will not earn it at all. What provision is made, under the Anagnos system, for the dull ones? The late Mr. H. L. Hall, Superintendent and Financial Agent of the Pennsylvania Working Home for Blind Men, wrote a dozen years ago that "it should be as far as possible the aim of institutions for instruction or education of the blind to send out the least possible number of graduates who will be compelled to make their living at a handicraft. It should be rather to show them other avenues to independence, to teach them business methods and customs, and give special training in anything for which an aptitude is shown." This is the conclusion of a man who had made a life-study of methods to make the blind self-supporting. In his paper read at the Columbian Exposition, Mr. Hall said:

"It is, of course, a truism to say that nothing has more constantly or earnestly engaged the attention of friends of the blind than the search for some trade or calling in which they could engage with a fair chance of self-support. One industry after another has been brought forward, tried and thrown aside; bead-work, mats, baskets, ropes, brushes, nets, mattresses, with a long list of other things, have been attempted, and at some places one or other has been pronounced fairly successful, while at others it is reported as a failure. Is this from inherent defectiveness in the blind? Is it from changed conditions of labor? It goes without saying that a blind man will not be as dexterous in the use of tools, or in manipulating a piece of work, as he would be with the possession of sight. It is also true that institutions will sometimes judge of a trade by the financial results to themselves. Now it is a difficult thing to enforce in an institution workshop the same rigid discipline that exists, as a matter of course, in outside factories. The pupil, as a rule, is engaged in work for only two or three hours in the day, and there is a not unnatural tendency to look on this time as a relaxation from mental labor rather than a training for the important work of life.

"The vacations, necessary though they be, are a loss to the workshop, and a serious hindrance to the future workman, and finally, just as he becomes skilful with his hands, it is time to graduate, and give his place to a new-comer. Necessarily, therefore, the work in an institution shop is on the average that of learners, or apprentices, and the value of the goods in the market will correspond. Instead of there being any surprise that a fair balance sheet in an institution workshop shows a loss, it would be a matter for great surprise if it did not. Education always means expense. It is also an acknowledged fact that the whole tendency of modern times is toward centralized labor. Town after town, and city after city, can be named which are practically huge factories, whose product floods the country, and has swept out of existence the groups of individual craftsmen who fifty years ago were found in every country town and village. Our hats and shoes, carpets, stockings, furniture and crockery come from one or other of these large establishments, and the individual workman is at a great and increasing disadvantage. How can this changed condition of labor be met by a man whom we admit to be defective?

"There are two distinct classes of the blind: The first consists of those born without sight, or who have lost it in early childhood. To those, blindness, although acknowledged as a defect, is a natural condition, they have gained no knowledge from sight, and have, therefore, nothing to unlearn. Experience has come to them unconsciously, and judicious training has



given their other senses a quickness and delicacy that almost compensate for sight, and to their mental faculties, especially memory, a wonderful strength and tenacity. This class is the special province of institutions for the education of the blind. It is for them to develop these minds, supply them with material, discover latent possibilities, train and discipline their powers, and where a special aptness is found, to give such special instruction as will best qualify them for the pursuit in life indicated. From this class come the lawyers, ministers, musicians, mathematicians, teachers, etc.—men occupying honorable positions for which their fitness has been discovered, and whose lives show that blindness is not an insurmountable barrier to a man of determined purpose, but even of this class, the larger number have nothing to distinguish them mentally above their fellows, and must look forward to support themselves in some other way. Is that way necessarily in all cases manual labor? This is a question that can be answered only by the institutions themselves. In our day the tendency in all kinds of business is towards specialization. Large manufacturers are making one class of goods, business firms are known as agents for a single kind of ware. In workshops men spend their lives making one pattern of wheel, salesmen are selected for their knowledge of a particular line of goods. Generally the 'all-around' man is being pushed aside, for the reason that he cannot be equally good in all departments, and business will make no allowance for mistakes. So, too, new trades, as they may be called, are coming forward and finding a footing in our modern civilization. Is it not possible for a young blind man with proper training at the institutions to find a place which he can fill? There are special lines of business calling for quick and delicate senses, such as the preparation of perfumes or the art of coffee-blending. Might not a blind man become an expert tea-taster, and earn more thousands than the average mechanic does in hundreds? Travellers say that in Japan all masseurs are blind men, and earn a livelihood even in that cheap country. There is a report in newspapers that this experiment has been lately tried in England with satisfactory results, and it might be taken up here also. One would think that the delicate sense of touch would peculiarly fit them for this business, and their infirmity would be not at all to their disadvantage. Especially would such be the case with blind female masseurs, dealing with their own sex, for the business can be learned and practiced fully as well by a woman as by a man. These are merely given as illustrations, that have presented themselves, and would, of course, be practicable only in the larger cities, but a close and intelligent inquiry may find other nooks and corners of special work which could be filled satisfactorily by a blind man, and where knowledge, energy, a good address and perseverance are the requisites.

"After all that can be done, it is clear that the large majority even of graduates of institutions must earn their bread by manual labor, but every one who takes up and successfully carries on some other business becomes a stimulus to those who are still looking forward to their entry into the active world.

"The second class of blind men consists of such as have lost sight later in life, after dependence upon it has become a habit. Whether lost by disease or accident, they find a difficulty in supplying its place by touch, and rarely become reconciled to their disability. They form the large majority of blind workmen. Of course, among them are some with mental as well as physical qualifications which enable them not only to become good workmen, but, with a little training added to their own knowledge of the world, to qualify themselves for more responsible positions; but the



very large majority of those men can look forward to nothing except manual labor for support, and even there they are at a disadvantage. Probably ninety per cent. of those blind from accident have been laborers,—men employed in coal or iron mines, operatives in blast furnaces, rolling mills, etc.—who have earned their living by main bodily strength, and have no aptitude for anything else. They have rarely thought intelligently even about their work, but have merely obeyed orders from their foreman; such men at any trade where dexterity in fingering is called for are awkward and incompetent.

“Of the working blind, then, that is of those who depend upon manual labor, there are what might be called three grades: 1st, graduates from institutions who are not fitted for a profession or some higher form of business; 2nd, such as have lost sight in adult life, and may have considerable mental and physical aptness; and 3rd, the large majority of those adult blind, who are hopelessly slow both in thought and movement. Now to name any trade at which every one of this body of men, so differently qualified, could achieve independent self-support, is clearly an impossibility. What the first grade might do without difficulty would be embarrassing to the second, and entirely out of the question with the third. In one of our large magazines, a few years ago, the fact was mentioned that a young blind man had taken up the business of cleaning and repairing watches, and had built for himself a paying trade. The writer naively wondered why special attention was not given in institutions for the blind to this kind of business, as peculiarly adapted to their delicacy of touch. Now we can all understand how the pupil of an institution, with trained senses and a natural bent for mechanics, may become a skilful watchmaker; but can anyone even dream of a horny-handed miner, or a laborer accustomed to heave at rocks with a crowbar, taking a watch in hand for repairs? Yet the trade that is best for the blind as a class must be one at which all the blind can make their living, and the lowest grade of workmen can learn and practice.

“Such a trade, therefore, must be simple, and the machinery in connection with it not complicated. It must be for a staple article, something in general and constant demand. To set a blind man or woman at making bead-work is purely waste of time. It must be such as to allow the largest margin of profit to labor, and therefore a trade that requires two or three distinct operations is better than where there is but one. It should be near its supply of material, and must be near its market. It would be contrary to sound business principles to set up a rope-walk on a western prairie, and it is as injudicious to introduce a trade into an institution so placed that the local demand will not absorb the product, or for a blind man to learn some craft which is not called for by the people among whom he expects to live. It should be subject to the least possible competition. Competition will always exist, but in one business it will be limited to our own country, while in another it extends over the whole world. Lastly, the demand should be uniform, so that the workmen should be steadily employed. A business that is dull at one time and under high pressure at another is not good for a blind man to learn. As a rule he cannot afford to pile up stock for a future demand. These appear to be necessary conditions for a trade that can be advantageously taken up by the blind, and the question remains, which of those actually taught best fills these conditions? It is hardly possible for any one person to pronounce authoritatively whether a given trade or business is or is not good for all places, or in fact for any point, except that which he himself occupies. Every city

has its own business horizon, and an industry that at one place is fairly profitable may have no existence at another, a few hundred miles away. The practice, therefore, of introducing a trade among blind men in one institution, solely because it has been successful at another, is open to criticism. Are the conditions at both places the same? Is there the same demand, the same cost of material, the same value in the market? An institution in one of our largest cities, in a special report prepared some years ago on the subject of labor, stated that mattress-making had been there maintained successfully for thirty-four years. But that city has an immense hotel demand and almost as large a call from its steamship trade. The success of this particular employment at such a place is no sufficient reason for its being taken up where similar advantages do not exist. The vital question is not what trades can be learned by blind men; but at which can they have the best chance of making a livelihood, or the nearest approach to a livelihood, at the least possible cost to others? And now, what one of the handicrafts taught the blind will fill the conditions of the most satisfactory trade, as defined above?

"The plaiting of straw as covering for bottles, etc., requires a delicacy of touch which makes it unfit for the adult blind, and the profit to labor is absurdly small.

"Basket-making is open to the same objection to a less extent so far as touch is concerned, but foreign competition keeps the price so low that a blind workman could succeed only in some country place where a supply of willow might be gotten very cheaply, and a demand existed for packing fruit or vegetables.

"The weaving of carpet rags was once a valuable industry. Domestic and foreign factories are now filling our country with their product, not so good in quality, not so durable as the old rag carpet, but infinitely superior in appearance, and at not greatly increased cost.

"Brush-making was some years ago the favorite handicraft in American institutions, but it is one in which the competition is almost ruinous to labor. The stores are selling foreign-made tooth brushes with bone handles and fairly good bristles, which have passed through two or three hands, and paid duties in addition, and the retail price is ten cents. The blind workman must, therefore, confine himself to the common run of goods, where he can work more quickly, and here he is met by machine-made brushes as good as his own, and at a price which leaves him in the large cities little, if anything, for his labor.

"Cane-seating of chairs is another trade that can be favorably mentioned, or rather, it should be qualified as the re-caning of chairs. In the factories where the first work is done, it is in the hands of experts, and the wages are so low as to put competition from the blind entirely out of the question. The re-caning of chairs, after seat and back wear out, gives a fair profit, and may be practiced to advantage away from the factories. The competition is small, there is no machinery of any kind; the material is not expensive, so that the profit to labor is comparatively large, and a blind man, in the smaller towns, may do well if he can join some other trade with it. This would be almost necessary, as the demand for re-caning is not steady, and there would be much idle time.

"Mattress-making should be classed among trades for the higher grades of blind workmen. As a business it is irregular, and sometimes excessive in its demands.

"The making of corn brooms can be learned quickly and all there is of it can be done by blind men. There are three operations, so giving a



large margin of profit to labor. An expert, and even the average workman, can master all these, and, with facilities for selling, support himself at his home; and there is no blind man so slow or awkward who cannot learn quickly two, or at least one, of the operations, and so contribute to his own support in a factory where the work is specialized. The demand is steady, there is no idle time the year round, and no competition outside of our own country."

It will be observed that Mr. Hall mentions massage as a suitable occupation for some blind men and women. In March, 1904, I received a letter from Mr. Arthur Martineau, of New York, an ex-pupil of this institution, asking for a recommendation to be used in connection with the study of massage. Nothing was heard directly from him, except a grateful acknowledgment of the receipt of the testimonial, but I subsequently received from Dr. B. E. McKenzie, Senior Surgeon of the Toronto Orthopedic Hospital, a copy of the following paper on

#### THE EMPLOYMENT OF THE BLIND FOR MASSAGE.\*

*(Boston Medical and Surgical Journal, April 27th, 1905).*

The object of this article is to stimulate interest in supplying the blind with another profitable means of livelihood, massage.

I am not going to take up your time by quoting a mass of statistics in order to show you how many people in the world are blind and so unable to support themselves, nor do I intend to expound either the theory or the practice of massage, but what I do wish is to give you a brief outline of the work which has already been accomplished in training blind masseurs, and to suggest a few ideas, so that some of you may be interested to help.

I had planned to have at this meeting a blind man whom Mr. Hallbeck has been kind enough to teach massage, so that he could show you practically how expert and skilful a masseur a blind man can become, even after a comparatively short and impect training. Unfortunately, however, this man, in whom Mr. Hallbeck and I have been interested, is in Canada, sick. I shall, therefore, give you a brief summary of some of the results of teaching massage to the blind in other places and then relate the main facts about his teaching, and tell you how expert he has become.

Many if not most of the efforts directed toward utilizing blind people for giving massage have naturally been stimulated by the custom, which has existed in Japan for a great many centuries, of employing blind masseurs. There, the blind have enjoyed a special protection and indulgence from the emperor. They have been exempt from taxation; they have formed a sort of guild. Practically all the massage employed in Japan is given by the blind. Most of them learn massage when quite young. There, a very complete treatment is within the means of a jinrikisha man or ordinary laborer. A treatment costs a European ten to twenty sen. The masseurs can be found in almost any street of a town and summoned to the person's house, or their services secured at various depots, or at the large hospitals and clinics.

Although this universal custom of employing massage by the blind in Japan has existed for a great many hundred years, comparatively few well-organized attempts have been made in other countries. Most of such

\*Read before the Medical Section of the New York Academy of Medicine, by Nathaniel Bowditch Potter, M.D., New York, Attending Physician to the New York City Hospital and to the French Hospital, Consulting Physician to the New York State Hospital for the Insane at Central Islip, Tutor in Medicine, Columbia University.



attempts have been made in quite recent years and a few of them have been reasonably successful.

In Russia, A. V. Goustowsky (Congrès International pour l'amélioration du sort des aveugles à Paris. August, 1900, quoted in Zeitschrift fuer Diaetetische und Physikalische Therapie. 1902. Band v. Heft 2.) mentions that at the time of writing (1900) the only school in Europe where the blind were taught massage was in St. Petersburg. In this school the pupils were taught anatomy, physiology and massage technic.

Dr. V. Naedler, director of the Alexander-Marien Blind Asylum for Children at St. Petersburg, has also attempted to have appropriate blind pupils taught. He regards two years as necessary for the study, and considers it advisable to teach the pupils another occupation as well. Their teacher is a medical student who became blind when studying medicine, went to Japan, and learned massage within two years.

Mrs. Z. I. Venguéroff began teaching massage to the blind in St. Petersburg, May, 1903. She selected a young girl who was born blind, who learned so quickly and became so adept that Mrs. Venguéroff was encouraged to continue her work with the blind. At the time of publication of her article, (quoted from her pamphlet, page 16, on the "Enseignement du massage aux aveugles," 1904,) there were eleven blind pupils at the school. Apparently her results have been very satisfactory. Her exhibition of photographs of the blind pupils at work evoked considerable interest last year at the Congress in Paris.

"The 16th of May, 1903, I was called to a blind patient who had a fracture of the arm. The plaster being removed, I began massage. After having had a long talk with my patient I asked myself if it were not possible to give the blind the possibility of learning massage, in order to make them able to help their fellowmen. I went to the Curator of a Blind Institution and expressed my intention. Soon after a young girl, Miss B., came to me and expressed a desire to learn massage. Miss B. was born blind, but the difficult task that she undertook was facilitated by the extremely developed feeling that she possesses, a feeling that we who see find almost supernatural. After having once been present at the dissection of a corpse Miss B. was able the second time to distinguish the different organs, the muscles, etc. As to the bones of the skull and the face, she could show the very smallest, and astonished the examiners by her answers. The press says of this case as follows: 'Yesterday at the school of massage founded by Mrs. Z. I. Venguéroff took place the first examination of the pupils finishing their course of studies. The pupils knew anatomy and physiology exceedingly well and skilfully performed the practical massage at the Infirmary of the school. The inspector especially noticed the detailed and judicious answers of a blind pupil, her explanations of anatomical preparations, and her technical knowledge of massage. Evidently this specialty may help those unfortunate creatures to work for their own and for others' benefit.' As to the technical ability of this blind pupil, I always heard the patients in speaking of her say, 'Oh, madam, do not deprive us of our blind angel. They are not hands, but the balm of life.' As to her accuracy and her interest in her calling one would wish these qualities were as well developed in thousands of masseurs and masseuses with sight. My first experiment having succeeded so well, I have now eleven blind pupils at my school. I have still noticed that the blind possess an astonishing capacity of guessing the sensibility of the patients. Having made different experiments on a patient suffering from neuralgia in the face, I found that the blind pupil after only three or four trials could soothe the pain. Not only

do I think, I am convinced, that massage executed by the blind possessing so subtle a feeling will give the best results, and the pains taken by their masters will be recompensed by the consciousness of having done a good deed."

In Sweden, the home so to speak of massage, less encouraging results are recorded. Professor Nycander (Goetenborg) (*Zeitschrift fuer Diatetische und Physikalische Therapie*, 1901-1902, page 124,) attempted to teach the blind or partly blind for about six years, but without much success. He found it difficult to instruct them in the elementary anatomy and physiology, because he had no text-books with raised letters.

I have not found any later or more encouraging accounts from Sweden.

A Monsieur Stier, (Troisième Congrès National d'Assistance publique et de bienfaisance privée, Bordeaux premier au 7 Juin, 1903. "Assistance et Education des Enfants Aveugles," par M. Albert Léon) a blind man, studied massage in a private hospital at Bordeaux for about a year, and then settled in Paris, practising there under the patronage of the "Association Valentin Hauey pour le Bien des Aveugles." He became very successful and was highly recommended, receiving as much as twenty francs for a single treatment. He died suddenly a few months ago.

The Association Valentin Hauey sent me an illustrated postal card showing a number of different ways of employing the blind. One of the illustrations was of a masseur giving massage.

Major J. Batignon, in a short article in *Le Journal de Medicine de Bordeaux*, Nov. 22, 1903, No. 47, page 755, appeals for interest in the subject, and quotes some of the results obtained in Brussels.

A free school has been started there by a Dr. Daniel. At this school both massage and medical gymnastics are taught to appropriate blind persons. A committee of six gentlemen, some of them physicians, recently examined a small class of these pupils and pronounced their work excellent. (Troisième Congrès National d'Assistance publique et de bienfaisance privée, Bordeaux premier au 7 Juin, 1903, page 13.)

In Denmark, Dr. Moldenhawer, in the King's Blind Asylum at Copenhagen, has attempted the instruction of the blind and has had some success. The course of instruction requires about ten months.

In Austria, a woman was taught by Dr. Kofranyni in Bruenn. After four months' instruction and a certain amount of practice she found a situation in an institution and managed to earn about four hundred marks a year.

In Germany we find several isolated attempts, none of which are very striking, except in Leipzig. There, Dr. E. Eggbrecht, in 1899, began instructing the blind in massage, and some of his experiences and results are worth attention. In the first place he attempted to instruct them both theoretically and practically, quite as thoroughly as if they had had sight. He selected twenty-four persons, six women and eighteen men. Thirteen of these completed their course, four women and nine men. In selecting the pupils he chose those twenty years of age or older, who were energetic, patient, not nervous, and affected by no other difficulty such as tabes, tumor, weakness, or paralysis. A pleasant appearance was required and the eyes were concealed by a pair of smoked glasses. He naturally attempted to select persons of good muscular development, with strong hands, soft fingers, and a fine sensitive touch, which had already been trained and developed in some other occupation. The pupils were required to keep their hands and nails perfectly clean. They were first instructed in the elementary facts of anatomy and physiology. A text-book for nurses and masseurs was transposed into raised type. The skeletal parts were explained while



the pupils felt the bones directly; and afterwards the living model, one of the class, was employed to apply their knowledge. The muscular system was studied first from plaster models and then upon the living body. The circulation and heart, nervous system, joints and other parts were studied from papier maché models. After several months the pupils were sufficiently trained to be able to undertake practical massage. They were shown the various movements upon their own bodies and then made them themselves with the instructor guiding their hands. He also had them give him massage while he corrected their manipulations. Active and passive movements were also taught. Dr. Eggbrecht was struck by their dexterity and by the fine sensitive touch which they possessed. In all they received about seventy-five hours of instruction before they began their practice upon real patients. They then went daily to various clinics and there massaged surgical, neurological, and gynecological patients. At the end of four months they became quite expert and gave complete satisfaction to both patient and physicians.

The effect of the massage upon the blind persons was excellent; they stood the exertion very well, gained in weight and strength, and developed a great interest in their work. The solution of the problem, where and how they were to obtain regular employment, has not been so easy. The author emphasizes the importance of having a blind masseur connected with each of the various clinics, hospitals, gymnasia, baths and other institutions, of having a certain place in a town where the patients can come to the masseur for his treatment, and of having telephone calls to a central bureau when massage at people's houses is desired. He speaks also of the advisability of supervision over the calls for the masseuses.

It is in Great Britain that the most perfectly organized attempt has been made to provide for the education, and more especially for the subsequent maintenance, of the blind as masseurs. There have been numerous individual attempts recorded, some more and some less successful. On the 21st of May, 1901, an Institute for Massage by the Blind was incorporated in London. The enterprise has already successfully trained a number of blind people, just how many I have not learned. At present they are in need of more financial help in order to secure a permanent central bureau, where the blind masseurs may *practice* their treatments, where some of them may reside, and where calls for their services may be received and responded to. Dr. J. Fletcher Little, who has personally superintended their teaching, informs me by letter that almost all the women whom he has taught have done well, but that greater difficulty has been experienced in regard to the men, and that but few of the latter are now self-supporting. In vol. 2, No. 6, of *THE BLIND*, April 20, 1904, Dr. Little published an article embodying his experience. He says the Institute needs more financial help, and appeals for special interest in individual masseurs by groups of ladies and gentlemen, so that they may obtain more regular employment. He regards a three to six months' course long enough to fit them for this occupation, and considers them then capable of competing with those who see.

Turning now to America we find that in Boston there are two blind women who have been successful in their efforts at massage. One of them is not entirely blind; the other, Miss S., lost her eyesight at the age of ten. From the age of thirteen to twenty she resided at the Perkins Institute, where she was thoroughly well grounded in elementary science, anatomy and physiology. She paid sixty dollars for twenty class lessons in massage (with seeing pupils) and also took a course in regulation gymnastics



and another in medical gymnastics. She subsequently instructed nurses in massage at the Danvers Insane Hospital. Dr. Page, the superintendent, speaks of her work in the highest terms. She has worked for several years twice a week at the Out-Patient Department of the Massachusetts General Hospital, under Dr. James M. Jackson. She now gives corrective gymnastic instruction at the Perkins Institute three times a week and finds that she can give, without over fatigue, from three to five treatments a day to patients at their homes, receiving two dollars per treatment. She works about eight months a year, and says that she is stronger than when she began. She thinks that people at first are apt to be rather prejudiced against the blind, but that later on they seem to overcome this prejudice. She thinks the general training is very important and that it is better for the blind to be trained in classes with seeing pupils. Miss S. is, of course, a remarkably bright woman and would have succeeded in any work she undertook.

Mr. E. E. Allen, principal of the Pennsylvania Institution for the Instruction of the Blind at Overbrook, Pa., informs me that eight of his pupils have been trained in massage either at the Polyclinic or at the Orthopedic Hospital in Philadelphia. I wrote to the pupils and obtained replies from seven of them.

(I) E. L. C., twenty-five years old, blind at eight, from an injury. Entered Philadelphia School for the Blind at ten, took a literary course, piano lessons, and learned three trades. Spent six months at the Orthopedic Hospital and began to practice massage at Cambridge, Ohio, May, 1902. Nine-tenths of his work he does at patients' houses, and except for the first visit requires no guide. Is earning about \$100 a month.

(II) H. L. McD., recovered his eyesight four months after finishing his course of massage at the Philadelphia Orthopedic Hospital. Is now a successful masseur.

(III) G. C. R., age twenty-six, blind at the age of twenty-three. Studied four months at the Orthopedic Hospital in Philadelphia and settled six months ago in Hartford, Conn. Is now paying about half his expenses.

(IV) W. J. N., age twenty-nine. Lost his eyesight at the age of twenty-six, just before graduating from Jefferson Medical School. Studied massage for three months and began massage in Philadelphia, February, 1902. Has been self-supporting for over a year and has also taught massage and electrotherapy. He employs a boy as a guide.

(V) J. S., blind at the age of thirteen. Began to study massage in September, 1903. Took three months' private lessons. Last winter was reasonably successful. Goes to patients' houses sometimes with and sometimes without attendance.

(VI) W. W. L., became blind at the age of eleven. Studied in Philadelphia, worked both in hospital and outside for three years with the help of a friend who is a masseur. Was reasonably successful at massage, but went into business and has been fairly successful in business.

(VII) E. W. E., has a little vision in one eye, enough to get about comfortably. Studied at the Polyclinic and the Orthopedic Hospital in Philadelphia for three months. Practiced for three months at the German Hospital, settled at Williamsport, and did fairly well. Has since moved to Washington, D. C.

In New York I have been able to find an account of only one person, a Miss P., who studied and practiced massage for a short time here. She gave it up, for what reason I am unable to learn.

My own limited experience is about as follows: I applied to the superintendent of the New York Institution for the Blind, some three years ago, in order to find the appropriate blind people to teach. He suggested my searching some of the charitable blind institutions of New York City and I did so. I was unsuccessful in finding a suitable pupil at the Blind Asylum upon Blackwell's Island, and I then interviewed some seventy or more individuals from a list of the blind poor who receive a small yearly allowance from the city. Among these people I was unable to find a single person who was both willing and, in my opinion, fitted to start the occupation. I had already consulted Mr. Axel C. Hallbeck, a masseur who has been very successful here in New York, and in April of last year he sent me Mr. Arthur Martineau, a French Canadian, thirty-six years of age, blind for about ten years, fairly well-educated, intelligent, formerly a bank-note engraver. After a week of preliminary trial, Mr. Hallbeck was convinced that he could be taught, and gave him daily one or two hours in lessons and practice for two months, until the twentieth of June, when he began actual practice in the wards at the New York City Hospital upon Blackwell's Island. I quote Mr. Hallbeck's account of his instruction: "While teaching him at my home, I always had some of his male relatives present, who were the material for work. At first I taught him general massage by doing the manipulations myself and having him put his hands on mine. After he had mastered the general massage I taught him local massage for special purposes. While teaching local massage, the greatest difficulty I experienced was to make him confine himself to the necessary region. I used to make him place his right hand as the upper limit for massage and the left hand as the lower limit. We applied massage for imaginary cases; for instance: False ankylosis, sprains, muscular rheumatism, lumbago, neuralgia, constipation, etc. At the same time I taught him anatomy and physiology, at least the most necessary points for him to know. I taught him the form of the skeleton, excepting the inner cranial bones; I taught him the construction of the joints with ligaments and cartilages, also about one hundred muscles and the principal motor and sensory nerves. In regard to physiology I explained to him the process of the digestion, the circulation of the blood, and the function of the nervous system. When he came to the City Hospital, after having practiced with me one or two hours every day, during two months, he commenced real work and soon attempted as many as nine cases every day. He treated patients of hemiplegia contracture, of tabes, of neuralgia, of progressive muscular atrophy, of dyspepsia, constipation, muscular rheumatism, lumbago, gout, sprains, false ankylosis, stiff joints, etc., in great varieties. As the house physicians can testify, Mr. Martineau was very useful and successful in many cases, and I believe that, as an assistant to a physician or surgeon and working according to their instructions, Mr. Martineau will be of great value as a masseur."

Dr. A. G. Bennett, (Philadelphia Medical Journal, Vol. I, No. 10, March 5, 1898, p. 426.) in a paper read before the New York Medical Association in October, 1897, brought out an interesting point from his correspondence with the directors of a number of the blind asylums throughout America, namely, the very small percentage of blind people who are self-supporting. The figures he quotes are at such variance that it seems hardly worth while to read them, but an especially suggestive fact is that a much smaller proportion of blind women are able to support themselves than blind men. This would seem to add some importance to our idea of employing them in massage, because, as is quite evident from the few instances



which I quote, the women have been especially successful. Dr. Bennett also urges the importance of one or more blind masseurs in all hospitals, dispensaries, sanatoria, insane asylums, private retreats, gymnasiums, Turkish baths and the like.

In what I have already quoted, I believe that I have covered, or at least suggested, most of the essential points in the difficulties of teaching the blind massage. I only wish to emphasize the very special importance of a most careful selection of the person who is to be taught, since upon that the success of the project will most intimately depend. This selection can, of course, be made only by teachers in blind asylums, who are thoroughly interested in the plan and in perfect sympathy with its aims. The great necessity of a thorough fundamental training, in order that the blind masseurs may be quite as intelligent and well trained as seeing masseurs, is a point which cannot be too thoroughly emphasized.

The compensation which the blind masseur should receive for his services in private practice is a detail which I do not feel can be decided off-hand. In many more or less novel business undertakings the most efficient plan to introduce the business is to underbid the other competitors. There is one thing to be considered, and that is, a great many patients who are unable to pay large fees would employ massage, and very gladly, if the expense were less.

The necessity for a guide if the masseur is to go about from patient to patient is also a detail which would depend entirely upon the individual and the place where he was located, as you may well judge from the examples which I have quoted. My own idea of the special utility of the blind as masseurs is, however, that they should be employed largely in stationary places, such as clinics, hospitals, bath resorts, gymnasiums, sanatoria, and the like. There, at least, they are quite as independent of locomotion as the seeing masseurs.

No doubt, as Miss S., of Boston, writes, nervous people, the class of patients who are especially apt to require massage, might feel a certain repugnance to employing blind people, and might quite naturally be made more nervous than before the treatment. You will note, however, that Miss S. mentioned that this difficulty usually vanished after the first visit. Moreover, this is a point upon which custom would undoubtedly alter most prejudices.

In one country, Japan, the blind have a practical monopoly over massage. There, massage is cheap and within the means of all classes. The blind are protected by the government, self-supporting and contented with their lot. This condition has persisted for centuries.

In four countries, Russia, Belgium, England and Germany, we have read of well-organized and reasonably successful attempts to teach selected blind people massage.

Here in America, the only definite series of attempts in this direction which I have been able to learn have been made by Mr. Allen; but there is, it seems to me, very strong reason for expecting renewed and more persistent efforts. I am presenting this communication to the New York Academy of Medicine merely in the nature of a preliminary report, in the hope that further information and assistance may be forthcoming; in the hope that a well-planned scheme may be devised for providing suitable blind people with instruction in massage and for furnishing a practical organization, so that they may obtain continuous employment after they have learned; in the hope that you, the physicians to the various hospitals, dispensaries, sanatoria, and homes in New York, may be sufficiently interested



in the problem to find places in some of these institutions for blind masseurs to work and prove their efficiency, and in the hope that some of the directors or superintendents of blind asylums may see this communication and select appropriate blind people for instruction.

I have purposely refrained from expressing any personal views as to the selection of appropriate candidates for such instruction, because it seemed to me the few hints which I have incorporated from England and Germany are much more suggestive than any I might make myself. In closing let me tell you how thoroughly appreciated by patients with the chronic ailments at the New York Hospital, were the services of this blind masseur whom Mr. Hallbeck was kind enough to teach for me, and how keenly many of them missed his services when he left the institution. You are all too well acquainted with the value of massage in such ailments to warrant me in emphasizing its utility. I only wish to beg of you to give this matter your attention and your co-operation whenever in the future an opportunity occurs to further its accomplishment, and so gain the satisfaction of having aided some poor blind person to become an active, useful, interested, occupied and, best of all, independent individual.

#### HIGHER EDUCATION.

This report I read to the pupils, assembled in the Music Hall. Many of them had known Mr. Martineau during his term in the Institution, and they were deeply interested in the story of his success, and also in Mr. Hallbeck's statement of the course of study taken by Mr. Martineau. From this, and also from the requirements of another pupil who proposed to take a course in Osteopathy at the College in Kirksville, Missouri, it was suggested that a class in physiology might be usefully added to the O. I. B. curriculum, though the number of pupils possessing the physical and other qualifications for success in these lines is not large.

In the fall of 1904 a pupil of the O. I. B. entered another school to prepare for an Arts course in the University. Subsequent communication with him made it appear that his path might have been made easier if he had had some instruction in Latin while he was here, and it is probable that that language will be taught during the current session. The *West Virginia Tablet*, in reviewing the O. I. B. Report of last year, says: "They attach great importance to the substantial primary education in the Ontario school, and seem not to have pushed very far into the mere accomplishments. The strength of the staff would seem to indicate that the courses are limited by preference rather than necessity. The American schools generally push the intellectual training farther, and, I am pleased to think, with no disadvantage."

Hugh Buckingham, formerly a totally blind pupil of the California Institution, is now in his Sophomore year in the State University, and has taken a leading position as debater, which argues well for his future success in the law, which he intends to follow as a profession. This leads the writer of the Biennial Report of the California Institution to say "that for the blind we must try to prepare our pupils for those employments where brain work is demanded rather than hand work. It seems hardly necessary to defend this statement. In these days of sharp commercial competition and when the machine plays so large a part in what used to be handicrafts, the blind man who tries to get a living by manufacturing, except as employer, is at a disadvantage. There is no sentiment in business. The dealer buys where he can buy cheapest and with the largest profit to himself, and the consumer follows his example.

"But I am glad to say that there are many occupations where the educated brain, plus energy and perseverance, can overcome the handicap of blindness. Besides music-teaching and piano-tuning, which are arts rather than trades, there are many small business ventures, solicitorships, middlemen between producer and consumer, book and insurance agents, newspaper vendors, and many other occupations which offer opportunity for the exercise of business tact and energy. Many of our boys are working this field with success.

"And yet there will always be a percentage of the blind who will need a helping hand. Some lose sight in adult years, and find it hard to adjust themselves to new conditions. Some lose heart in the struggle for existence, and give up the fight. Some have no initiative, no capacity for business; they are willing to work, but don't know how. They need executive direction and skill, and public assistance to eke out the difference between earnings and support. To supply this deficit working homes for the adult blind have been established in various States, and are serving a most beneficent purpose."

#### LIBRARIES.

The following books have been procured for the Teachers' Library :

University Collection of the World's Great Classics, 30 vols.

America, Notes on North, 2 vols.

Annals of the Parish, John Galt.

Book of Days, 2 vols.

Brock, Life of Sir Isaac, by F. B. Tupper.

Canada, Life in, Canniff Haight.

Canada, Statistical Account of Upper, Robert Gurlay, 3 vols.

Canadas, the, John Galt.

Canadians, Celebrated, Morgan.

Composers, Famous, 2 vols.

Dancing in all Ages.

Dictionary of Thoughts.

Edward the Black Prince, 2 vols.

England, Rictorial History of, 8 vols.

English History, Half Hours of.

English Literature, 2 vols.

George the Third, Life of.

German Dictionary.

Gould, Joseph.

Hymns, History and Development.

Italian Dictionary.

Literature in Letters.

Mackenzie, William Lyon.

Music, Phases of Modern.

Music, the Story of.

Poets, Lives of the English, 2 vols.

Prima Donna, the, 2 vols.

Rebellion, the other Story.

Southey's Poems.

Spectator, the.

Story of My Life. Helen Keller.

Sullivan, Sir Arthur, Life.

Veteran of 1812.

Wagner, Richard.

White Chief of the Ottawa.  
 Wild North Land.  
 Blindness and the Blind, Levy.  
 Achievements of the Blind, Artman.  
 The St. Lawrence, Dawson.  
 Barnard's Journal of Education, 2 vols.  
 MacGeoghegan's History of Ireland.  
 European Languages, Murray, 2 vols.  
 Applied Psychology, McLellan.  
 First Latin Book, Henderson.  
 High School Bookkeeping.  
 Physiology and Hygiene.  
 Practical Physiology.

The following have been added to the Pupils' and Circulating Libraries:—

(In Line Type.)

Kneass Magazine, 12 vols.  
 Story of Siegfried.  
 Children's Fairy Book.  
 Cyr's Interstate Primer and First Reader.  
 Pickett's Gap.  
 Stories for Little Readers.  
 Through the Farmyard Gate.  
 Wild Animals I Have Known.  
 Turner's First Reader.  
 Longfellow's Birthday.  
 Odysseus, Hero of Ithaca.  
 The Pilot.  
 Gods and Heroes.  
 Selections from Ruskin.  
 Sesame and Lilies.  
 Paul and Virginia.  
 In Memoriam.  
 George Eliot, Biographical Sketch.  
 Freeman's History of Europe.

(In New York Point.)

Christian Record, 14 vols.  
 Progressive Course, 2 pamphlets, 15 vols.  
 Rational Spelling Book.  
 Word Primer.  
 King Richard III., 2 copies.  
 Pioneer History Stories.  
 Napoleon, 2 vols.  
 Second Jungle Book.  
 Leading Facts in French History.  
 Life and Writings of Addison.  
 Walsh's New Primary Arithmetic.  
 Joy's Arithmetic Without a Pencil.  
 Maine Woods, 2 vols.  
 Mozart—Prout.  
 Foundations of French.



Six Select Stories.

Daphne.

Pioneers of France in New World, 2 vols.

Golden Age.

How to Knit and Crochet.

The following Catholic books were donated for the use of pupils and subscribers to the circulating library by The Xavier Free Publication Society for the Blind, 27 West Sixteenth street, New York:—

(In New York Point.)

The Bible and its Interpreter.

Consoling Thoughts of St. Francis de Sales, 2 vols.

The Following of Christ, 3 vols.

Golden Sands, 4 vols.

Hail Full of Grace, 2 vols.

The Heart of Jesus of Nazareth.

Leading Events in the History of the Church, 3 vols.

Life of Christ, 2 vols.

Little Lives of Great Saints, 2 vols.

Mary in the Work of Redemption.

The Sacrifice of the New Law.

Selections from Cardinal Newman, 2 vols.

Spiritual Pepper and Salt.

Wayside Tales, 4 vols.

What Christ Revealed.

Workings of the Divine Will.

Who and What is Christ?

Catechism.

A large quantity of old books—the accumulation of years— was sent to the bindery, and brought back in condition to ensure a new term of usefulness.

The cost of books for the blind, purchased at Louisville or Boston, is heavy, and it is worth considering whether an effort should not be made to include book-making among the employments of the senior pupils. Blind institutions in the United States get many free books under the provisions of the Act of Congress of 1879, entitled "An Act to promote the Education of the Blind," which, of course, has no application outside the boundaries of the Union. The extent of the home market in the States makes the problem simpler there than here. Thus Mr. J. H. Freeman, Superintendent of the Jacksonville, Illinois, Institution for the Education of the Blind, says in his Report that in the printing department "not only do we work for the benefit of our own pupils and graduates, but we are supplying a demand for music suitable for the blind throughout the country. To illustrate the extent of this demand I would mention that more than 300 orders for sheet music printed by us were received during the last school year from 17 institutions for the blind and individuals throughout the country, 33 different States being represented by our customers. We are now publishing annually more music for the use of the blind than any other institution or printer in the world. Primarily we publish it for our own pupils, but we are very glad to send the music to outside parties at cost. In addition to sheet music we also print (and sell to outside parties) certain text books and books fitted to supplement the school branches. The demand for these works is growing and we are constantly making additions to our catalogue. At the present time it con-

tains the names of 70 publications printed by us. In order to do this printing necessary for publishing the music and the books found in our catalogue, our printer—a blind man—has stereotyped nearly 17,000 brass plates, which we safeguard in a fireproof vault. From the number of applications we receive from different parts of this country, it is very evident to us that our literary and musical contributions contribute very materially to the intellectual advancement not only of our own pupils, but to the sightless in this and other States.”

In China the products of the blind printer's labor are available for the use of sighted readers, and the market is therefore practically illimitable. Rev. W. H. Murray first invented the system of Numeral Type with Braille dots as a basis, and then connected the dots by straight lines for sighted readers. Miss C. F. Gordon-Cumming makes the following statements at page 100 *et seq.* of her book descriptive of Mr. Murray's invention and its results:—

“Another very important point is that in the new type most of the work is done by the blind students in school, all correcting of proofs is done on the spot, and the cost of a complete Bible, with the ‘tones’ and aspirate of each word perfectly rendered, will be about one-third that of a similar book produced alphabetically by specially-trained sighted compositors and proof-readers.

“Mr. Murray considers that it is now fully proved that the new type is not only the easiest conceivable form to read and write, but that it is by far the cheapest to produce.

“Best of all, it promises a solution of one of his gravest problems, in the provision of almost inexhaustible stores of remunerative occupation for the blind, as compositors, printers, binders and teachers.

“He has done his best to teach them certain trades, and has found his pupils very successful in making doormats and coarse matting for passages, while the women learn knitting and sewing mattresses and pillows. Various other work has been tried, such as shoemaking (the Chinese cloth shoe resembling a shapeless boat). The latter, however, has not proved successful.

“And, indeed, as regards making them self-supporting by instruction in any of the usual industrial arts, Mr. Murray despairs of the blind ever being able to compete against the legions of sighted Chinese who already overcrowd the market for basket and cane work, knitting, weaving, etc., and who would inevitably undersell the produce of the blind. Even in England, what would become of their industries apart from hearts in sympathy and open purses to help?

“So it appears that embossing, stereotyping, and bookbinding, piano and harmonium tuning and teaching, knitting, and matmaking are the most promising industries of the class usually considered suitable for the blind, and that their employment must lie chiefly in literary and musical work. They also write out books of embossed manuscript music, which they stitch and bind very decently.

“A friend, who had seen how many blind men in Japan earn their living by massage, suggested that Mr. Murray should introduce this as a profession, but he finds that the Chinese do not use it, at least not in North China.

“Though there seems so little hope of the students in the Blind School becoming self-supporting by ordinary industries, they are unwearied in their exertions on behalf of their sighted brothers and sisters.”

Mr. Murray thus describes his hive of busy blind bees at their work:—  
“With the exception of two, who are making rope doormats, two boys who are at the Braille stereotype, one reading, and the other punching at his dicta-

tion, making the brass sheets from which the embossing is done for blind readers, and some who are retuning the piano, all hands are busy preparing books for sighted readers; boys or girls are composing or distributing; the Chinese scholar is reading proofsheets; one man is preparing the papier-mache with which to take a mould; another is boiling the zinc to pour on to other moulds; two men are at the press, printing the Gospels; two are in the shop, printing the London Mission Hymnal.

"One of the boys has just finished tuning the shop piano. He has replaced a wire that snapped, and also all the felts and flannels. The latter was supplied by tearing an old red flannel garment into strips, while my last year's felt slippers were likewise turned to account.

"Two girls at a time work part of each day as compositors. They work in this way: the first girl reads with one hand on her Gospel in raised type for the blind, while with the other hand she lifts the two types representing each word in the type for the sighted, and hands them to the second girl to place in the form for printing. Thus the two blind girls work till a paragraph is finished. Then the second girl reads from the type just set up (of course it is all reversed, but to the blind this is just as easy to read, as their everyday writing with punctured dots is all written backward, and when taken off the frame has to be turned over, and then is right for the reader). While one girl reads, the other follows with her finger on the Gospel in the raised Braille type, and so checks any mistake.

"In this way we have set up and printed 100 copies of smaller Epistles; 400 copies of the Gospel of St. Matthew; 400 copies of St. Mark; 400 copies of St. Luke; 1,200 copies of St. John as far as the 10th chapter; 1,400 sheets of reading exercises; 100 hymn-books, all for the use of sighted persons, and now ready for distribution as the demand arises.

"We have had the 408 sounds of the syllabary arranged according to our primer, and lithographed, making four pages in large type of about half an inch in size. These are stitched in the form of a book, and are supplied to beginners. A large number of these are now in use, and I have sent them to missionary friends who wished to study the lessons. So our school this year has been like a wholesale publishing house. And if all could see the joy which lights up the blind faces to find themselves both useful and important, I think that from the Emperor downward all would give us their sympathy and help. All the pupils have had a trial as compositors, distributors and proofreaders, each has had a sighted pupil to teach, and all feel the utmost confidence in their prospects of success as teachers. This, indeed, has already been so amply proved that all theoretical objections should now be silenced."

#### EXCHANGE LIST.

Desiring to obtain all the available information of value to the blind and to those interested in their welfare, I mailed copies of the thirty-third annual report of this Institution to the following schools, with the hope that their directors would reciprocate by sending their reports to me:—

- School for Blind, Boulder, Montana, U.S.
- School for Blind, Lansing, Michigan, U.S.
- Institution for Blind, Indianapolis, Ind.
- M. Anagnos, School for Blind, South Boston, Mass.
- Institution for Blind, Jacksonville, Ill.
- Institution for Blind, Nebraska City, Neb.
- School for Blind, Baltimore, Maryland.
- Institution for Blind, Kansas City, Kansas.



- Academy for Blind, Macon, Georgia.  
 School for Blind, Janesville, Wisconsin.  
 Institution for Blind, Raleigh, North Carolina.  
 Institution for Colored Blind, Austin, Texas.  
 School for Blind, Ogden, Utah.  
 Institution for Blind, Staunton, Virginia.  
 School for Blind, Faribault, Minn.  
 Institution for Blind, Cedar Springs, South Carolina.  
 Institution for Blind, Baton Rouge, Louisiana.  
 Institution for Blind, Columbus, Ohio.  
 W. B. Wait, Institution for Blind, New York City.  
 Institution for Blind, Overbrook, Penn.  
 School for Blind, Gary, South Dakota.  
 Institution for Blind, Jackson, Miss.  
 School for Blind, Romney, West Virginia.  
 Institution for Blind, Vancouver, Washington, U.S.  
 Institute for Blind, Salem, Oregon.  
 School for Blind, Nashville, Tenn.  
 Institution for Blind, Pittsburg, Penn.  
 Blind Institution, St. Augustine, Florida.  
 Institution for Blind, Talladega, Alabama.  
 Institution for Blind, Berkeley, California.  
 College for Blind, Vinton, Iowa.  
 Institution for Blind, Louisville, Kentucky.  
 School for Blind, Batavia, New York.  
 Institution for Blind, Austin, Texas.  
 School for Blind, St. Louis, Missouri.  
 School for Blind, Fort Gibson, Indian Territory.  
 Academy for Blind, Talladega, Alabama.  
 School for Blind, Colorado Springs, Colorado.  
 School for Negro Blind, Talladega, Alabama.  
 Institution for Blind, Hartford, Connecticut.  
 School for Blind, Little Rock, Arkansas.  
 Institute for Blind, Stockport, Eng.  
 Royal Victoria Asylum for Blind, 79 Northumberland street, Newcastle-on-Tyne, Eng.  
 Institution for Blind, Clarendon street, Nottingham, Eng.  
 Catholic Blind Asylum, 59 Brunswick road, Liverpool, Eng.  
 Yorkshire School for Blind, York, Eng.  
 Institution for Blind, South Hill Place, Swansea, Wales.  
 Institute for Blind, Glover street, Preston, Eng.  
 Association for Blind, 28 Berners street, London, Eng.  
 School for Blind, Norwich, Eng.  
 Society for Blind, Darlington street, Wolverhampton, Eng.  
 School for Blind, Manchester road, Sheffield, Eng.  
 Institution for Blind, North Hill, Plymouth, England.  
 Gardner's Trust for Blind, 1 Poets' Corner, Westminster, London, S.W., England.  
 British and Foreign Blind Association, 206 Great Portland street, London, W., England.  
 National Institution for Blind, Dublin, Ireland.  
 Royal Normal College for the Blind, Westow street, Upper Norwood, S.E., London, England.  
 Asylum for Blind, Infirmary road, Cork, Ireland.

Hetherington's Charity for Aged Blind, Christ's Hospital, Newgate street, London, E.C., England.

Henshaw's Blind Asylum, Old Trafford, Manchester, Eng.

Asylum for Blind, Queen's road, Park street, Bristol, Eng.

School for Blind, Hardman street, Liverpool, Eng.

Association for Blind, North Parade, Bradford, Eng.

Institution for Blind, Albion street, Leeds, Eng.

Institution for Blind, Edgbaston, Birmingham, Eng.

Asylum for Blind, Eastern road, Brighton, Eng.

Ulster Society for Education of Blind, Belfast, Ireland.

Blind Institution, Kingston Square, Hull, England.

Institute for Blind, Glossop road, Cardiff, Wales.

Institute for Blind, 81 Castle street, Inverness, Scotland.

Institution for Blind, St. David's Hill, Exeter, Eng.

London Society for Blind, Upper Avenue road, Regent's Park, London, N.W., England.

Blind School, Nicolson street, Edinburgh, Scotland.

Home for Blind Children, Goldsmiths' Place, Kilburn Priory, London, S.W., England.

School for Blind, St. George's Fields, Southwark, London, S.E., England.

Institution for Blind, Magdalen Green, Dundee, Scotland.

Asylum for Blind, 102 Castle street, Glasgow, Scotland.

School for Blind, Sydney, Australia.

School for Blind, Melbourne, Australia.

School for Blind, Oporto, Portugal.

School for Blind, Lisbon, Portugal.

School for Blind, Milan, Italy.

School for Blind, Naples, Italy.

School for Blind, Madrid, Spain.

School for Blind, Grenada, Spain.

School for Blind, Prague, Bohemia.

School for Blind, Lintz, Austria.

School for Blind, Vienna, Austria.

School for Blind, Leipzig, Germany.

School for Blind, Munich, Germany.

School for Blind, Dresden, Germany.

School for Blind, Berlin, Germany.

School for Blind, Soissons, France.

School for Blind, Marseilles, France.

School for Blind, Paris, France.

School for Blind, Brussels, Belgium.

School for Blind, Antwerp, Belgium.

From quite a number of these Institutions reports have been received; from others have come courteous acknowledgments, with a few newspaper reviews, of which the following is a sample:—

"The Thirty-third Annual Report of the O. I. B. is before me. It has some features that have not been seen by me for a long time, if ever. I note that the Principal, Mr. H. F. Gardiner, has incorporated with his report on the present needs and state of his school an extensive collection of excerpts from the reports of various American institutions, and from the proceedings of the Association of Instructors of the Blind, bearing on the topic he discussed so wisely at St. Louis last summer, which he publishes also with the report under consideration; together with the discussion which followed the

reading of the paper. This feature makes the present a very valuable document, and the subject thus treated will have the advantage of reaching more persons than would be likely to be reached by the proceedings of the meeting itself.

"The modesty of Principal Gardiner in giving credit to his teachers and officers for the signal success of the school during his first year of service betrays a sagacity scarcely to be expected of so young a man in the work. He reveals unconsciously to the initiated how very largely that success has been secured by the gentle pressure of the guiding hand. He shows plainly that he is not to be swept from a sound conservatism by the spasms of novelty that sometimes sweep over the country and carry everything that is movable with them.

"The matter that seems to rest with most weight on the Principal's heart is the question of affording to his pupils a means of livelihood that they and their friends can depend on when the school days are over and the boys and girls as men and women take up the real burden of life. He notes with some apparent misgivings that are not to be wondered at, that two of the great American Institutions have repudiated the trades in their shops and substituted manual training under the theory, and what else I cannot certainly say, that youth in the schools is the time for acquiring the mere principles of knowledge, and that the practical application ought to be secured in the ordinary way by substantial apprenticeships after the school days are past. The theory is sound, but the practice is at least questionable and uncertain. No one trade will suit all pupils, and no one boy will suit all trades; but the right boy with the right trade, and sense and address enough to work it, will succeed at any trade, and New York and Boston have proved it over and over again. Still, it must not be forgotten that the wisdom of the school must be shown in arranging for those who have to be helped to success. The others will take care of themselves. The homely wisdom of Sir Roger de Coverley commends itself at all times, 'There is much to be said on both sides of the question.'

"The Institution is taking the Toronto College examination for its promising music pupils, and thus giving them a very handsome advantage, as Mr. Wait has long been doing for his pupils of both the music and literary part of their courses in his school."

#### FARM, GROUNDS AND BUILDINGS.

No new buildings were erected during the year, but a considerable sum was expended upon necessary repairs, and similar expenditure will be needed for some time, as the buildings are now over thirty years old. The teachers' and officers' parlor was tastefully refurnished during the vacation, the usual repairs were made in class-rooms and corridors, and some needed changes were made in the plumbing.

A plan to improve the heating system is under the consideration of the Public Works Department.

A large quantity of road material has been drawn from the pit and used to good advantage upon the grounds.

The appropriation for trees was not available in time to be used this year.

Three thousand square feet of cement walk was constructed, the plan being to replace the most badly worn portions of the board-walk with cement.

The planting of willows near the river, to prevent the washing away of the gravel bank, was undertaken on a small scale, but the cuttings did not thrive. An experiment will be made with poplar or silver maple.



A plot of ground was graded and sodded for lawn-bowling by the employees of the Institution.

Rain was abundant during the growing season and the farm crops were unusually good; wheat, oats and corn above the average; roots, with the exception of potatoes, good; apples scarce, and the quality poor. An attempt was made in the spring to graft winter apple cuttings upon the summer apple trees, the latter being proportionately too numerous. Another experiment was the use of nitro-culture with a bushel of clover seed, the microbes being supplied by Prof. F. C. Harrison of the Bacteriological Department of the Ontario Agricultural College, Guelph. Although the results were not as wonderful as those described in the *Century Magazine* of October, 1904, they were positive enough to warrant further experiment on the same line.

#### VISITORS.

Many visitors continue to come to the Institution on Saturdays, or after school hours on the other days of the week. They are welcome from Monday morning till Friday afternoon, between the hours of 9 a.m. and 4 p.m., when the classes are in session and the Visitors' Attendant and the teachers are on hand to explain the work done. But it seems like a waste of time to show people through empty rooms, when a little forethought on their part would make it possible to exhibit something really interesting for their inspection. Of course there is no objection to pupils' parents taking advantage of cheap fares to spend a few hours with their children on public holidays.

I have again to thank the city ministers who held special services in the Music Hall on Sunday afternoons.

H. F. GARDINER,

*Principal.*

Brantford, October, 1905.

#### PHYSICIAN'S REPORT.

Hon. R. A. PYNE, M.D.,

*Minister of Education for Ontario:*

SIR,—I have the honor to submit my annual report as Physician to the Ontario Institution for the Blind.

The past session has been an unusually healthful one among both officials and pupils. The pupils came from home for the year's work in an unusually fit condition and maintained this, with very few exceptions, throughout the term.

The female side of the house has always been the most troublesome. Girls develop coughs and colds, become anæmic, etc. The cause of this, it appears to me, is due partly to natural susceptibility, but largely to the lack of a proper room for recreation and relaxation. After classes, girls are found sitting about in their dormitories reading or knitting, because they have no other room where they can go. The lack of this proper accommodation, together with the existing high-pressure system of heating, gives rise in many cases to unnecessary discomfort and avoidable diseases.

Another serious and unsanitary feature is that there is no sick-room or suspect-room on the girls' side. Contagious diseases cannot be properly guarded against on this account.

Trusting that these minor wants may appeal to you sufficiently strong, and that your liberality may correct what in my opinion are serious matters to those placed under our charge,

I have the honor to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, 19th July, 1905.

#### OCULIST'S REPORT.

To Hon. R. A. PYNE, M.B.,

*Minister of Education:*

SIR,—I have the honor to submit my Report as Oculist to the Ontario Institution for the Blind.

Five years ago I examined all the pupils then attending the Institution, going into the eye conditions pretty thoroughly, and preparing a rather exhaustive report, classifying these conditions. Each succeeding year my examination was more particularly of the new pupils, and in one of my subsequent reports I believe I advised an examination of all the pupils, with a classified report on the disease conditions, after an interval of a few years, when in fact a sufficient number of new pupils should have come in to show some effect on those classifications. In this report you will find the results of the examination of all the pupils again tabulated similarly to that of five years ago, rendering comparisons easy.

	Males.	Females.	Total.
Number of pupils examined.....	52	59	111
New pupils, examined for first time .....	12	9	21

Divided into five classes.

	Males.	Females.	Total.
I. Without perception of light in either eye .....	18	6	24
II. With perception of light only, in one eye.....	4	9	13
III. With perception of light only, in both eyes.....	6	10	16
IV. With limited objective vision in one eye.....	14	8	22
V. With limited objective vision in both eyes.....	10	26	36
	52	59	111

In the last class one girl and two boys are included who were found to have sufficient vision to render them ineligible for admission.

Diseases causing blindness, number of cases, and percentage affected by each :—

	Males.	Fe- males.	Total.	Per- cent.
Optic Atrophy.....	10	13	23	20.7
Ophthalmia Neonatorum.....	9	13	22	19.8
Cataract (Congenital and Lamellar).....	8	8	16	14.4
Injury of one eye followed by Sympathetic Ophthalmia in the other.....	6	2	8	7.2
Injury by powder explosions.....	5	.....	5	4.5
Injury by other means.....	2	1	3	2.7
Aniridia and Coloboma.....	3	2	5	4.5
Interstitial Keratitis.....	.....	5	5	4.5
Retinitis Pigmentosa.....	1	3	4	3.6
Degenerated eyes, cause unknown.....	1	3	4	3.6
Keratoglobus.....	1	2	3	2.7
Refractive errors.....	1	2	3	2.7
Microphthalmus.....	1	1	2	1.8
Albinism.....	.....	2	2	1.8
Brain Fever.....	1	1	2	1.8
Undeveloped Optic Nerves.....	1	.....	1	.9
Intra-Uterine Keratitis.....	.....	1	1	.9
Scarlet Fever.....	1	.....	1	.9
Pneumonia.....	1	.....	1	.9
	52	59	111	

It might be noticed that the first three diseases on the list are responsible for sixty-one cases, over half of the total.

The majority of the pupils with Optic Atrophy were affected at birth or in early childhood; while in a few it was due to injuries, mainly to the head, received later in life.

As usual, Ophthalmia Neonatorum stands high as a causative factor in the blindness of the Province. In most cases it has left very little sight to the unfortunate children because of the great destruction it so frequently causes in the organ.

The Cataractous pupils have nearly all had one or both eyes operated on with rather indifferent results. Naturally, if the results had been as brilliant as they are in uncomplicated Cataract cases, these pupils would be getting their education elsewhere; but the trouble is that many of these Cataracts have been successfully removed only to find other serious defects.

Injuries to one eye followed by Sympathetic Ophthalmia in the other:—It is a difficult thing to persuade a patient or his parents that it is better to sacrifice a badly injured eye by having it removed than to take the chance of losing the sight of both eyes by Sympathetic Inflammation in the other. This fact accounts for this deplorable class.

Injuries by powder explosions were all in male pupils, and all but one due to accidents in mines.

In all the cases of Interstitial Keratitis there is evidence of inherited syphilis, and these all females. Only one other case of syphilis was detected, which was in a girl with Optic Atrophy.

Four pupils have eyes too degenerated to reveal the cause, and did not know themselves what the primary trouble had been.

Two of the cases of Refractive Errors are of such a nature that glasses benefit but little, while the third gets normal vision with properly fitted glasses, and was reported ineligible.



During the past year a few cases required treatment, including operations where found necessary or where there was promise of improving the vision; these latter gave very gratifying results.

Ear troubles required some attention, but there was nothing of a serious nature.

My sincere thanks are due to Principal Gardiner for his courteous assistance.

Respectfully submitted,

B. C. BELL.

Brantford, 15th September, 1905.

#### LITERARY EXAMINER'S REPORT.

Hon. R. A. PYNE,

*Minister of Education:*

SIR,—In submitting the report of my examination of the literary department in the Ontario Institution for the Education of the Blind, it gives me pleasure to state that there is much to commend, little to criticize.

The education of the youth of our country is a subject of paramount importance, which, however, becomes more involved and somewhat perplexing when considered in relation to the blind. In this class we find intellects as clear and minds incited by as lofty ideals as are possessed by any other persons. Such being the case, the question may with propriety be asked, how far the senior work of a literary character should extend. At present good work is done in English Grammar and Literature, but interest in this branch would no doubt be increased, and a more thorough and rational grasp of the language be obtained, if Latin were added to the curriculum. The knowledge of this subject would enable some to prosecute more advanced study, and eventually even to matriculate in a university.

While this Institution is intended for the education of the pupils, a visitor may obtain a good deal of instruction and have many erroneous views corrected. Many a parent would be amply repaid for the time taken in visiting the classes at work by the valuable object lessons received in patience, perseverance and sympathy. One cannot fail to be impressed with the earnestness and application of the pupils on the one hand, and the faithful perseverance and sympathy, on the other hand, on the part of the instructors. From the kindergarten classes, where the little ones receive their elementary ideas, to the senior pupils in mathematics and literature, the same spirit of faithful work is manifest. The order, the discipline and the deportment of the pupils are excellent.

In the matter of text-books the only change I would recommend is that a Canadian edition of the Speller be adopted in place of Blaisdell's Speller, a work published in the United States.

The work of the various classes during the four days' examination held from June 13th to 16th inclusive will appear in the following detailed statement:—

#### *Mr. W. Wickens' Classes.*

Arithmetic.—Simple problems in fractions. In this class there were eight boys and eleven girls, the majority of whom showed marked ability, no less than five receiving full marks. The lowest was 34 per cent., the average being 78 per cent. This is certainly a bright class.

Geography.—England and Ireland. The class consisted of ten boys and thirteen girls. The answers showed much variety of merit; many were excellent; some were poor. The marks assigned were from 20 per cent. to 100, the average being 69.

Reading.—There are three divisions in this class, the work of the seniors being the selected poem "Horatius at the Bridge," in point print. The second division used the Fourth Reader, in point print; and the third division the First Reader, also in point print. In the senior division of thirteen pupils the marks averaged 75 per cent., ranging from 50 to 85 per cent. In the second division of three pupils the marks were 60, 75 and 100 per cent. In the third division of five pupils the marks ranged from 40 to 80 per cent., averaging 54 per cent.

Writing.—Short extracts of prose and poetry from dictation, using capital letters, punctuation marks, etc. This writing is in point print. Twelve pupils in the class; work very creditable. Marks were from 34 to 100 per cent., one pupil receiving the latter mark; average 71 per cent. In addition to the twelve pupils mentioned, there were two others whose writing was in pencil. They received 60 and 80 per cent.

Bible Geography and History.—Eleven seniors and six juniors, all boys. The ground covered was the history of the Jewish nation to the end of the Old Testament. The marks, generally, were high, ranging in the seniors from 67 to 100 per cent., with an average of 82; and in the juniors from 75 to 100 per cent., averaging 90.

Spelling.—Two divisions of boys. The seniors have Part III. of Blaisdell's Speller; the juniors, embossed Speller. In the senior class of fourteen the marks ran from 50 to 100 per cent., with an average of 88; in the class of six juniors from 50 to 100 per cent., average 83 per cent.

#### *Mr. Roney's Classes.*

Arithmetic.—This is a promising class of 17 junior pupils with varying ages and degrees of merit. The work covers Addition, Subtraction and Multiplication to 20 times 20. It is somewhat novel to hear a child of nine years of age repeat 14 times 16 and 14 times 17 as readily as 8 times 9 or 11 times 12. The marks ranged from 50 to 100 per cent., with an average of 84 per cent.

English Grammar.—Limits, the parts of speech and the analysis of simple sentences. The class contains nine boys and fifteen girls. Some have done poor work, but many of them very good. In ranking such pupils one must take into consideration the size of the class and the varying attainments. One pupil being French, can speak very little English and the progress in this case must necessarily be slow. Marks ranged from 0 to 100 per cent., with an average of 64 per cent.

Geography.—Canada and Ontario, map and book work of the Public School Geography. This is a good class of juniors, two boys and nine girls. The ground has been well covered. The average of marks given was 94 per cent.

Reading.—This class of six boys and seven girls uses Embossed Readers I., II., and III. As junior pupils they have made very satisfactory progress. Average marks, 79 per cent.

Writing.—This division of six boys and fourteen girls is the senior class in pencil writing. This subject may perhaps be considered the most valuable in the curriculum, and is one that requires great patience and perseverance. The marks varied from 35 to 75 per cent., with an average of 60 per cent.

*Miss Walsh's Classes.*

Arithmetic.—Limits, Compound Rules, Sharing, Measurements, Papering, etc., Fractions, Four Simple Rules. In this class of four boys and seven girls, the marks ranged from 15 to 88 per cent., with an average of 47.

English Grammar.—Definitions, Indicative Mood, Parsing Simple Sentences. This class of seven boys and fifteen girls gave evidence of excellent training with corresponding results, the average being 91 per cent.

Geography.—Limits, Definitions, Map of Ontario. This class was made up of thirteen boys and ten girls, some very young. Several received full marks, the average being 82 per cent. Great efficiency has been attained. The dissected map is very valuable in teaching the relative positions of counties and the physical features of the various sections. The pupils find very little difficulty in dissecting the map and putting it together again, thereby gaining a lasting knowledge of the Province as a whole and of each portion in particular.

Reading.—Four senior pupils and five juniors. Good work is done. The seniors, who use the Fourth Reader, averaged 75 per cent., and the juniors, who use the Third Reader, averaged 81 per cent., the average for the class being 79 per cent.

Writing.—The number in this junior class is seven, and the work consists of capital and of small letters, as well as simple words, with the use of the pencil. For a junior class the results are good; average of marks, 69 per cent.

Object Lessons.—In this class of twenty-seven young pupils, the study of spices and fruits is made very interesting. The scholars enter very heartily into the consideration of the growth and uses of such articles as cloves, cinnamon, ginger, etc., as well as the manufacture of pottery, porcelain and other useful things. Some received very high marks, and others a low rating, as might be expected from such a mixed class, the average being 59 per cent.

Bible History.—The class examined consisted of eleven Roman Catholic children, mostly girls. The work was the twenty-first to the twenty-eighth chapter of Acts, and the parables and miracles of St. Luke's Gospel. The marks assigned averaged 78 per cent.

Spelling.—In this class nine Roman Catholic children were examined on Blaisdell's Speller, with creditable results, two obtaining full marks, the average being 74 per cent.

*Miss Gillin's Classes.*

Arithmetic.—The work includes the Multiplication Table to twenty times twenty; weights and measures, definitions and simple problems. There were five boys and seven girls in the class and the average marks assigned were 52 per cent.

English Grammar.—This is a good class of six senior pupils. The answers were clear and to the point, showing a grasp of the work which embraced the history of language in general, with particular reference to English, and also False Syntax, Parsing and Analysis. One pupil received full marks, the average being 76 per cent.

Geography.—Limits, the United States of America, Central America, South America, and the West Indies. This class of five boys and eight girls has covered the prescribed ground accurately. There was considerable variety in the grading of the pupils, the marks ranging from 25 to 100 per cent., two receiving perfect marks, the average being 71 per cent.



Writing.—A junior class of six boys and eleven girls. The work is done with pencil and consists of letters and short words. The average, 42 per cent., apparently low, is good considering the ages and attainments of the pupils.

English History.—Reigns of George III., George IV. and William IV. This is a particularly bright class, composed largely of seniors, five boys and nine girls. The work is well done. Marks ranged from 63 to 100 per cent., averaging 90 per cent.

Canadian History.—The pupils in this class are the same as in English History and have covered the ground well, extending from the War of 1812 to the present time. The marks ranged from 38 to 100 per cent.; average, 85.

English Literature.—This class would do credit to any institution of learning. Although the ground covered is extensive, the work has been excellently done, embracing English literature from the Restoration to the beginning of Queen Victoria's reign, Canadian writers from Judge Haliburton to the present time, and a history of Canadian Universities. In addition to this Shakespeare's play, *King Lear*, was studied critically. The pupils displayed marked ability in delineating characters represented in this tragedy and their apt quotations were quite refreshing. *King Lear* is by no means the easiest of Shakespeare's plays to read, a fact that renders the examination passed by the pupils exceedingly creditable. The marks varied from 59 to 100 per cent., with an average of 90 per cent.

Bible Geography and History.—The portion studied included the books of Daniel, Ezra, Esther and Nehemiah. Good work is done in this class of three boys and twenty girls, advanced pupils, the marks assigned averaging 89 per cent.

Spelling.—Parts III. and IV. of Blaisdell's Speller. This is a promising class of twenty-four girls. Marks from 63 to 100 per cent.; average, 92 per cent.

#### *Miss Lee's Classes.*

To a visitor there is as much to interest in these kindergarten classes as in the highest. One cannot but seriously ponder in the presence of such pupils—mere children, it is true, but for all that the coming men and women. The foundation of education is here laid; how important that it be thorough and true.

Great interest was shown in the work, which is of a varied character—sewing, bead-stringing, cutting and matching, weaving, etc., as well as making models in clay. These exercises are varied by singing, in which most of the children enter heartily.

In addition to the kindergarten branch, the pupils were examined in the following literary subjects:—

Arithmetic.—Limits, Addition, 1 to 13; Subtraction, Multiplication to five times. In this class of nine boys and seven girls the marks assigned were from 10 per cent. to 100, with an average of 81 per cent.

Reading.—Some are just learning the letters and the teaching is individual. Class of eleven boys and eight girls. Marks, 40 per cent. to 95; average, 79.

Bible Geography and History.—A class of nine boys and seven girls. The pupils were examined on the names of the Books of the Bible and on Psalms I., XIX., XXIII., CIII, CXVII., and answered very well. The marks assigned averaged 90 per cent.

Spelling.—Limits, simple words of two syllables. Some pupils were so young that they were not beyond words of two letters. Average of marks, 91 per cent. in a class of eleven boys and seven girls.

*Miss Haycock's Classes.*

Spelling.—This class of fifteen girls passed an examination in words found in the first twenty-three pages of Gage's Speller, and the result was very satisfactory, the majority of the pupils gaining perfect marks, the average being 97 per cent.

Bible Geography and History.—The pupils, fifteen girls, passed a very creditable examination on Bible History from Genesis to the Division of the Kingdom, one obtaining full marks, the rest from 50 per cent. to 90, with an average of 77 per cent.

*Miscellaneous.*

In addition to the writing exercises of the classes previously mentioned, seventeen samples of typewriting were presented. One of these was free from mistakes of any kind, and some others were nearly perfect.

This concludes the report of the examination in literary branches, but there are other studies prosecuted by the pupils under the direction of the instructors previously mentioned, the results of which I was requested to examine. Subjoined is a brief report:—

Miss Haycock's pupils exhibited some very fine work in wool, linen and silk, the finish of which was excellent. From house-slippers to jackets, with table mats and other useful articles, the samples deserved the highest commendation.

Miss Lee has a class of six girls whom she instructs in Plain House-keeping, Care of Kitchen, Theory of Proper Diet, and Practice in Cooking, which must prove of great practical value.

Classes are conducted by Miss Loveys in Sewing and Netting; by Miss Cronk in Bead-work, with Miss Hepburn—a pupil-teacher—as assistant, and Miss Burke in Knitting and Sewing, all of which will be of much benefit in after life to those so ably instructed.

In Physical Culture Mr. Roney has classes, some for boys and others for girls, all of which are attended by good results. Mr. Roney has proved himself a successful instructor in this department.

In conclusion, I beg to acknowledge the courtesy extended to me by Principal Gardiner and the Faculty, and to give expression to the great pleasure and profit I have derived in the discharge of my duties as examiner.

I have the honor to be,

Sir,

Your obedient servant,

S. F. PASSMORE.

Brantford, July 3rd, 1905.

## REPORT ON MUSICAL INSTRUCTION.

Hon. R. A. PYNE, M.D.,

*Minister of Education:*

SIR.—I beg to submit my report on the musical instruction given at the Ontario Institution for the Blind, Brantford.

The examination was held on June 6 and 7, 1905, and, as in former years, was conducted under the following heads: Theory of Music (including Harmony, Counterpoint and Musical History), Piano, Organ and Voca-

Class. Specimens of the work in piano-tuning were also heard. As this was my fifth year to visit the O. I. B., the pupils, for the most part, were no strangers to me, nor I to them. We met as friends and the examination proceeded pleasantly. Fifty pupils are studying music, and each one (except three who could not be examined because of illness), was heard separately. All of the pupils study the piano, six the organ, and eleven musical theory. Ten of the pupils tried the piano examinations of the Toronto College of Music this year. These candidates were heard by me, as one of the examiners of the College, and the results are embodied in this report.

The course in Piano Playing at the O. I. B. is a well graded one. During the last few years many pupils have passed through and graduated with distinction. There are five grades, each subdivided into Classes A, B, and C.

In grade I. (the lowest) there are eight pupils in Class A, four in Class B, and six in Class C. The young beginners in Class A are being carefully taught; two of them are particularly bright and promise well, four others show fair talent, and the remaining two are slower. A good feature in connection with this class is that nearly all of these pupils have a good touch—a most important matter, which speaks well for the care the teachers take with pupils at this stage. Of the four pupils in Class B, two are fair and the others slower. In Class C are six pupils; one shows talent and is doing nicely, three are fair, and the other two, adults, show some musical feeling, but have no technique.

In the second grade there are seven pupils in Class A, one in Class B, and three in Class C. One of the pupils in Class A promises well, two are fair, and the remaining four slower. The single pupil in Class B does fair work; she has a quick ear. In Class C are three pupils; one shows decided talent and should become a good musician; another passed the first examination of the Toronto College of Music; the third was found to be weak and had a bad touch.

There are fifteen pupils in grade III.; five in Class A, seven in Class B, and three in Class C. Of the five pupils in Class A, four of them tried with success the first examination of the Toronto College of Music, one with first class honors, and the other three with second class honors; the other pupil in this class plays fairly well. In Class B are seven pupils; two passed the second examination of the College of Music, one with first class honors; another plays extremely well; three fairly well; the last was very weak with a hard touch. Of the three pupils in Class C, one passed the second year College of Music examination with second class honors; another does fair work; the third plays quite well.

In grade IV. are five pupils, two of whom were ill and could not be heard. Of the other three, one passed the third examination of the College of Music with first class honors; another passed the second examination with second class honors; the third does fair work.

Miss Mary Williams, who is the single pupil in the fifth or highest grade, has this year obtained the Artists' Diploma of the Toronto College of Music. She is an accomplished pianist, and a first-rate example to those students who are striving for graduation honors.

The six pupils in the organ class do only fair work. They seem to regard the organ as a mere second study and do not give this instrument the attention it deserves. The organ playing generally was weak.

Miss Moore's pupils in Musical Theory are divided into two classes, A (senior), and B (junior). Papers in Harmony, Counterpoint, and Musical History were set for the senior class, and in Harmony and History for the junior class. The pupils in Class A obtained an average of 75 per cent. of



the marks in Harmony and Counterpoint, and 89 per cent. in History; and the pupils in Class B obtained an average of 72 and 65 per cent. on the two subjects. Also, in the Toronto College of Music examinations for the year one of the senior pupils passed the second examination in Theory, and one of the junior pupils the first examination. This is a very satisfactory showing. The percentages ranged from 41 to 92, and individual pupils did remarkably well.

The Choral Class, of some forty voices under Mr. Humphries' direction, sang Nevin's setting of Eugene Field's "Wynken, Blynken and Nod." The rendering was spirited and gave evidence of much painstaking care in its preparation. This class is, no doubt, of great help in the singing at the morning devotional exercise, when the hymns used are sung with life and spirit.

The class in Piano Tuning, which is now under Mr. Usher, maintains the high standard of previous years. The tunings examined were perfectly satisfactory.

A comparison of this year's examination of the Musical Instruction given at the O. I. B. with that of previous years shows that there is no deterioration in the character of the work done. Speaking generally, the results obtained compare favorably with those of other teaching institutions where the pupils have all their faculties; and Mr. E. A. Humphries and Misses Moore and Harrington deserve much credit for what they accomplish.

I have the honor to be,

Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

Toronto, August 12th, 1905.

# ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1905.

## I. Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872..	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	58	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141

## II. Age of pupils.

	No.		No.
ix years.....	2	Seventeen years.....	10
even “.....	2	Eighteen “.....	8
ight “.....	5	Nineteen “.....	5
ine “.....	7	Twenty “.....	7
en “.....	8	Twenty-one “.....	4
even “.....	4	Twenty-two “.....	8
welve “.....	8	Twenty-three “.....	4
hirteen “.....	9	Twenty-four “.....	3
ourteen “.....	13	Twenty-five “.....	0
fifteen “.....	10	Over twenty-five years.....	20
sixteen “.....	4		
		Total.....	141

## III.—Nationality of parents.

	No.		No.
American.....	2	German.....	7
Canadian.....	72	Scotch.....	16
English.....	24	Unknown.....	1
Irish.....	18		
Italian.....	1	Total.....	141

## IV.—Denomination of parents.

	No.		No.
Congregational.....	2	Presbyterian.....	30
Baptist.....	8	Roman Catholic.....	25
Disciples.....	1	Salvationist.....	3
Episcopalian.....	38		
Methodist.....	33	Total.....	141
Evangelical Association.....	1		

## V.—Occupation of parents.

	No.		No.
Agents.....	2	Laborers.....	31
Bricklayers.....	3	Lawyer.....	1
Blacksmiths.....	2	Manufacturer.....	1
Butcher.....	1	Machinists.....	3
Carpenters.....	6	Merchants.....	7
Clerk.....	1	Millwright.....	1
Civil engineer.....	1	Painters.....	2
Contractor.....	1	Printer.....	1
Cooper.....	1	Plumber.....	1
Cook.....	1	Policeman.....	1
Carriage-builder.....	1	Shipper.....	1
Conductor.....	1	Shoemakers.....	2
Cabinetmaker.....	1	Railway employees.....	4
Drover.....	1	Repairer.....	1
Electrician.....	1	Tanner.....	1
Farmers.....	38	Tailors.....	3
Firemen.....	2	Teacher.....	1
Foreman.....	1	Teamsters.....	3
Gardeners.....	2	Weaver.....	1
Government officers.....	2	Unknown.....	4
Gentleman.....	1		
Hostler.....	1	Total.....	141



VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1905.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma .....	2	3	5	District of Nipissing.....	3	1	4
City of Belleville.....				County of Norfolk.....	2	3	5
County of Brant .....				“ Northumberland....	3	2	5
City of Brantford .....	1	1	2	“ Ontario .....		1	1
County of Bruce.....	1	2	3	City of Ottawa .....	2	2	4
“ Carleton .....				County of Oxford.....	3	4	7
“ Dufferin.....	1		1	“ Peel .....	1		1
“ Dundas .....				“ Perth .....	3	2	5
“ Durham.....	1		1	“ Peterborough.....	1	2	3
“ Elgin .....	2	1	3	“ Prince Edward .....	1		1
“ Essex .....	2	4	6	“ Prescott.....	1		1
“ Frontenac.....				“ Renfrew .....		3	3
“ Glengarry.....	1	1	2	“ Russell.....	1		1
“ Grenville.....		1	1	City of St. Catharines .....			
“ Grey.....	1	2	3	“ St. Thomas.....			
City of Guelph.....	1	1	2	“ Stratford .....	1		1
County of Haldimand .....				County of Simcoe.....	1	1	2
“ Haliburton.....				“ Stormont.....			
“ Halton .....				City of Toronto .....	10	15	25
City of Hamilton .....		3	3	County of Victoria.....	2		2
County of Hastings .....		1	1	“ Waterloo.....	1		1
“ Huron .....	3	1	4	“ Welland .....		1	1
City of Kingston .....	1		1	“ Wellington.....	1		1
County of Kent .....	3	2	5	“ Wentworth.....		3	3
“ Lambton.....	5	1	6	“ York.....	1	1	2
“ Leeds .....	1		1	*Quebec.....	1		1
“ Lanark.....		2	2	*North-west Territory.....	3		3
“ Lennox.....				Manitoba.....			
“ Lincoln.....				British Columbia.....	1		1
City of London .....				District of Parry Sound.....	1		1
County of Middlesex .....		4	4				
District of Muskoka .....				Total.....	67	73	141

\* On Payments.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1904.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma .....	5	4	9	County of Haldimand.....	4	5	9
City of Belleville.....	3	1	4	“ Halton.....	6	3	9
County of Brant .....	7	7	14	City of Hamilton .....	13	19	32
City of Brantford .....	16	10	26	County of Hastings .....	5	5	10
County of Bruce.....	9	11	20	“ Huron .....	12	10	22
“ Carleton .....	2	1	3	City of Kingston .....	7	4	11
“ Dufferin.....	2	1	3	County of Kent .....	10	6	16
“ Dundas .....	3	3	6	“ Lambton.....	18	5	23
“ Durham.....	4	4	8	“ Leeds .....	13	4	17
“ Elgin.....	7	6	13	“ Lanark.....	2	4	6
“ Essex.....	11	20	31	“ Lennox.....	4	1	5
“ Frontenac.....	5	2	7	“ Lincoln.....	3	3	6
“ Glengarry.....	8	1	9	City of London.....	10	9	19
“ Grenville.....	2	2	4	District of Nipissing.....	5	3	8
“ Grey.....	9	12	21	County of Middlesex.....	9	12	21
City of Guelph.....	4	3	7	District of Muskoka.....	3		3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1905. —*Continued.*

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
County of Norfolk .....	10	9	19	County of Stormont .....	5	...	5
“ Northumberland .....	5	9	14	City of Toronto .....	57	41	98
“ Ontario .....	7	9	16	County of Victoria .....	8	2	10
City of Ottawa .....	17	2	19	“ Waterloo .....	10	4	14
County of Oxford .....	7	11	18	“ Welland .....	6	4	10
“ Peel .....	2	1	3	“ Wellington .....	10	8	18
“ Perth .....	5	9	14	“ Wentworth .....	8	9	17
“ Peterborough .....	12	5	17	“ York .....	18	16	34
“ Prince Edward .....	6	2	8	*Province of Quebec .....	4	1	5
“ Prescott .....	4	...	4	*North-West Territory .....	1	4	5
“ Renfrew .....	8	6	14	*United States .....	1	...	1
“ Russell .....	3	1	4	*British Columbia .....	1	...	1
City of St. Catharines .....	2	1	3	*Manitoba .....	1	...	1
“ St. Thomas .....	3	2	5	District of Parry Sound .....	1	...	1
“ Stratford .....	3	1	4				
County of Simcoe .....	11	10	21	Total .....	459	349	808

\* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1905.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma .....	2	1	3	County of Norfolk .....	...	4	4
City of Belleville .....	...	...	...	“ Northumberland .....	2	...	2
County of Brant .....	1	...	1	“ Ontario .....	1	...	1
City of Brantford .....	2	2	4	City of Ottawa .....	2	2	4
County of Bruce .....	1	2	3	County of Oxford .....	...	1	1
“ Carleton .....	...	...	...	“ Peel .....	1	...	1
“ Dufferin .....	...	...	...	“ Perth .....	1	...	1
“ Dundas .....	...	...	...	“ Peterborough .....	1	1	2
“ Durham .....	1	...	1	“ Prince Edward .....	...	...	...
“ Elgin .....	2	...	2	“ Prescott .....	2	...	2
“ Essex .....	2	3	5	“ Renfrew .....	...	...	...
“ Frontenac .....	...	...	...	“ Russell .....	...	...	...
“ Glengarry .....	1	1	2	City of St. Catharines .....	...	...	...
“ Grenville .....	...	1	1	“ St. Thomas .....	...	...	...
“ Grey .....	...	1	1	“ Stratford .....	1	2	3
City of Guelph .....	1	1	2	County of Simcoe .....	2	...	2
County of Haldimand .....	...	...	...	“ Stormont .....	...	...	...
“ Haliburton .....	...	...	...	City of Toronto .....	7	12	19
“ Halton .....	...	...	...	County of Victoria .....	1	...	1
City of Hamilton .....	...	3	3	“ Waterloo .....	2	...	2
County of Hastings .....	...	...	...	“ Welland .....	...	1	1
“ Huron .....	2	1	3	“ Wellington .....	...	...	...
City of Kingston .....	1	...	1	“ Wentworth .....	...	2	2
County of Kent .....	2	2	4	“ York .....	1	1	2
“ Lambton .....	5	1	6	British Columbia .....	...	...	...
“ Leeds .....	1	...	1	Quebec .....	...	...	...
“ Lanark .....	...	...	...	Manitoba .....	...	...	...
“ Lennox .....	...	...	...	District of Parry Sound .....	1	...	1
“ Lincoln .....	...	...	...	“ Rainy River .....	...	1	1
City of London .....	...	...	...	North-West Territories .....	...	3	3
City of Woodstock .....	1	2	3				
County of Middlesex .....	...	2	2	Total .....	51	56	107
District of Muskoka .....	...	...	...				
“ Nipissing .....	2	2	4				

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1905 ; compared with preceding year.

Item.	Service.	30th September, 1904. Average attendance, 107.			30th September, 1905. Average attendance, 109.		
		Total Ex- penditure, 1904.	Yearly cost of average 107.	Weekly cost of average 107.	Total Ex- penditure, 1905.	Yearly cost of average 109.	Weekly cost of average 109.
		\$ c.	\$ c.	c.	c.	\$ c.	c.
1	Medicines, Medical Comforts....	156 14	1 45	2.7	54 09	0 49	.9
2	Butcher's Meat, Fish and Fowls.	1,582 29	14 78	28 4	1,424 26	13 06	24.7
3	Flour, Bread and Biscuits .....	378 07	3 53	6.8	524 78	4 81	9.2
4	Butter and Lard .....	1,021 98	9 55	18.3	978 25	8 97	15.3
5	General Groceries .....	1,323 45	12 37	23.7	1,447 99	13 28	25.5
6	Fruit and Vegetables .....	157 44	1 47	2.8	120 79	1 17	2.1
7	Bedding, Clothing and Shoes....	410 69	3 84	7.3	416 61	3 82	7.3
8	Fuel—Wood, Coal and Gas .....	3,964 86	37 5	71.2	3,626 09	33 26	63.9
9	Light—Electric and Gas .....	760 07	7 10	13.6	752 48	6 81	12.7
10	Laundry Soap and Cleaning .....	301 57	2 82	5.3	232 37	2 13	4.5
11	Furniture and Furnishings .....	571 80	5 34	10.2	642 06	5 89	11.3
12	Farm and Garden — Feed and Fodder, &c. ....	890 20	8 32	16.	636 49	5 83	11.2
13	Repairs and Alterations .....	992 06	9 27	17.8	852 01	7 88	15.1
14	Advertising, Printing, Stationery, &c. ....	563 19	5 26	10.1	754 43	6 91	13.3
15	Books, Apparatus and Appliances	600 05	5 61	10.8	644 30	5 91	11.3
16	Miscellaneous, unenumerated....	873 17	8 16	15.7	804 75	7 37	14.1
17	Pupils' Sitzings at Church .....	200 00	1 87	3.5	100 00	91	1.7
18	Rent of Hydrants .....	160 00	1 49	2.8	160 00	1 46	2.1
19	Water Supply .....	246 73	2 31	4.4	309 45	2 83	5.5
20	Salaries and Wages .....	17,820 16	166 55	320.2	17,674 72	162 15	311.8
		32,973 92	308 17	592.6	32,155 92	295 01	567.3

30th September, 1905.

Certified, W. N. HOSSIE, Bursar.



APPENDIX L.—REPORT OF THE SUPERINTENDENT AND PRINCIPAL OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

BELLEVILLE, 30th September, 1905.

HON. R. A. PYNE, M.D.,

*Minister of Education, Toronto Ont.*

SIR,—I have the honor to present the thirty-fifth annual report of this Institution for the year ending the 30th of September, 1905.

UNDER THE EDUCATION DEPARTMENT.

The placing of the Institution under the Education Department has occasioned a great deal of gratification to the educated deaf throughout the Province, as well as to the parents and friends of deaf children. Since its establishment thirty-five years ago, until the latter part of 1904, the Institution has been for greater or lesser intervals in charge of nearly every governmental department—except the proper one—but for many years past it has been administered by the Hon. the Provincial Secretary, in conjunction with the asylums, prisons and charitable institutions. That the deaf and their friends were dissatisfied with that arrangement and classification does not imply any lack of efficiency in the administration nor in the character of the work accomplished. On the contrary, the Institution has always been accorded the most generous recognition and support by the Minister-in-charge, for the time being, and by the Government and Legislature as a whole, and the progress made and the work accomplished probably could not have been any greater or better even had it been from the first, as was I understand intended by the late Dr. Ryerson, under the Education Department. The cause of complaint was entirely a sentimental one, but none the less real and justifiable on that account. It was unjust to the deaf, and detrimental to their interests, that they should be officially classed, and therefore always associated in the public mind, with the criminal incorrigible and mentally defective classes. The reports of the Institution, although issued separately in the first instance, were incorporated with those of the asylums and prisons, and when the Inspector came to inspect the Institution he left here to make his official visit to the jail usually the same day. This was not only humiliating to the deaf, but it also tended to prejudice them in the opinion of the public, and still further handicapped them in their efforts to obtain a livelihood in competition with hearing people. The injustice of this classification became still more marked in view of the easily demonstrated fact that the deaf, instead of possessing any exceptional affinity for the criminal and mentally defective classes, are, on the contrary, above the average of hearing people in probity of character and amenability to good influences. In no public school in the Province can there be found a brighter or better conducted lot of boys and girls than those who have filled our halls in the past or who are here now. Our graduates, with very few exceptions, are honest, industrious citizens. It will be easily understood, therefore, how anxious the educated deaf have always been to have removed from them the stigma of inferiority necessarily resulting from their former classification with idiots and criminals. Frequent requests by the deaf for a change were unheeded and recommendations made in my

former reports passed by. Dr. Jessop, M. P. P., first broached the matter in the Legislature and it will readily be believed therefore that the transfer of the Institution to the Education Department by the then Provincial Secretary, the Hon. J. R. Stratton, a year or two afterwards, was hailed with delight by the deaf and their relatives and friends all over Ontario. Under the old regime we all tried to do our duty and it was generally admitted that our Institution has done, and is doing an excellent work for the deaf. We know, however, how far short we come of realizing our ideals and attaining to the highest possible efficiency. We trust that we shall be spurred on to more earnest efforts in the future and aspire to greater success, under the added stimulus and inspiration of the fact that the Institution now forms a recognized, and by no means unimportant part, of the Educational System of Ontario.

#### TEACHERS' EXAMINATION QUESTIONS.

The written examination that was held at the close of the last session will always stand out prominently in the history of this Institution as the first one held after its transference to the Education Department. In order to appropriately mark this auspicious change, and to establish a record at the beginning of the new era to which in after years we may refer, and that will serve as a standard by which we may be able to gauge our progress in the years to come, I have deemed it advisable to include in this report of 1905 a copy of the examination questions given last June to the pupils in the classes in the various grades in the Institution. These will also be helpful in enabling you and the officers of your Department to become conversant in some degree with the character and scope of our work and in aiding all who are interested in the education of the deaf to compare and contrast our work at the Institution with that done in the Public Schools. The word "contrast" is used advisedly, and with a specific purpose; for, while it is true that we endeavor in our curriculum to cover nearly the same ground as is included in the public school course, it is also true that our method of instruction, and the main pedagogic principles which underlie our work, of necessity differ very radically from those of hearing schools. I wish to strongly emphasize this difference, for, unless it is kept in view, it will be impossible for any one to either understand or appreciate the work of educating the deaf. The main work of the public school teachers is to convey instruction to the pupils, and to develop their intellects by these means; and the chief purpose of their examination questions is to test the extent to which the pupils have remembered and digested the facts and information imparted. In contrast with this, the most important feature of the work of educating the deaf is the necessary prominence given to the teaching of the elementary forms and principles of language. The reason for this is obvious. When a hearing pupil enters school he already has at his command a copious vocabulary and sufficient acquaintance with the ordinary forms of expression to enable him to give clear and correct utterance to his thoughts, and to understand whatever is said to him. All the teacher has to do is to build upon this large and substantial foundation; and such language work as is taken up in the way of elaboration and refinement. The deaf child, on the contrary, when he enters school, does not know a solitary word of the English language, and the great task that confronts his teacher is to aid him in gaining a sufficient knowledge of and facility in the use of language to enable him to express himself with reasonable correctness and comprehend what is said to him in written or printed

form. It is quite impossible for any one not engaged in this work to form any adequate conception of how difficult, and sometimes seemingly hopeless, a task this is. There is no other way to acquire facility in the understanding and correct use of language except by constant practice. This every hearing child unconsciously gets from its infancy up, and this the deaf child never gets to an even approximately equal degree. The one is absorbing language every day of its life; the other, till the day he enters school, dwells apart in a wordless region, and what language he obtains after he begins his school life is acquired by slow, painful, laborious effort, and at the best is as a foreign tongue to him. We all know how difficult it is even for a well-educated foreigner to become sufficiently familiar with the idioms of the English language to be able to express himself correctly, although he is aided by a knowledge of his own cognate tongue, and is acquainted with the general principles of language construction and oracular expression. All of these same difficulties confront the deaf child in his efforts to master the intricacies of language, to which must also be added immaturity of intellect, initial ignorance of any form of linguistic expression, and the limited amount of practice that it is possible for him to obtain by the means at his disposal. If after four or five years' hard work at school, a deaf child has as extensive a vocabulary as a hearing child has at six years of age, and can express himself with equal facility and correctness, he has done remarkably well indeed. These considerations will give some faint idea of the great difficulty that besets the teaching of the deaf. When the hearing child begins his school course he already possesses an extensive medium for the acquisition of knowledge, as well as the sense of hearing, through which both language and knowledge are chiefly obtained. The deaf child has neither the language nor the sense of hearing; and this double lack is what presents the chief difficulty in our work, and demonstrates the justness of our contention that a deaf child should remain at school for several years longer than a hearing child if he is to be expected to reach the same educational status. And these same considerations will suffice to explain the radical difference between the character and intent of the subjoined examination papers, and those such as are usually given to pupils in the public schools of the Province.

### TEACHERS' EXAMINATION QUESTIONS.

#### FIRST GRADE PUPILS.—JUNIORS.

##### *Manual Alphabet for the Deaf.*

##### *Questions.*

What is your name?  
How old are you?  
Where do you live?  
How long have you been here?  
Who is your teacher?  
Do you like school?  
How are you?  
What color are your eyes?  
How many robins did you see?  
What day is this?  
Do you love Miss Ross?  
Are you happy here?  
How many eggs can you eat?  
Do you like mice?

Is Mr. Mathison kind?  
Will you be glad to go home?  
Can you skip?  
Do you love your mother?  
What do you want?  
How old is Mr. Madden?  
Is Miss Dempsey industrious?  
Where do I live?  
Can you write?  
Do you like to smell the flowers?  
Is Mr. Campbell thin?  
What color are my eyes?  
Are you lazy?  
Do you like oranges?  
Can you jump off the cabinet?  
Can you swim?



TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Verbs and Prepositions taught.*

Ran to .....	from .....	out of .....	into .....	around .....
Walked to .....	from .....	out of .....	into .....	around .....
Hopped to .....	from .....	out of .....	into .....	around .....
Took .....	off .....	..... out of .....	..... from .....	off .....
Put .....	on .....	..... into .....	..... under .....	on .....
Sat on .....	under .....			
Stood on .....	under .....			
Jumped on .....	off .....	over .....		
Threw .....	to .....	..... out of .....	..... into .....	..... under .....
		..... on .....		
Pulled down .....	up .....	off .....		
Sharpened .....	with .....			
Shook .....	with .....			
Wiped .....	with .....			
Combed .....	with .....			
Wrote on .....	with .....	in .....	with .....	
Bowed to .....				
Gave .....	to .....			
Ate .....				
Broke .....				
Drank .....				
Folded .....				
Kissed .....				
Opened .....				
Read .....				
Shook .....				
Shut .....				
Tore .....				
Touched .....				
Unfolded .....				
				Muriel gave her letter to me.
				Isabella shut a door.
				I threw a crayon out of a window.
				Marie ran to Mamie.
				Dorothy pulled Marie off a window-sill.
				Alma sat on the floor.
				Evelyn combed her hair with a comb.
				Janet folded the newspaper.
				Florence opened my watch.
				Annie tore her dress.
				Ellen wrote on her slate with a slate-pencil.
				Mamie bowed to Annie.
				I sharpened a lead-pencil with a knife.
				Druscilla jumped on the mat.
				Eva ate two biscuits.
				Ada sat under the large desk.
				Muriel took her ball out of her pocket.
				Mamie took off her boots.
				Isabella jumped off a chair.
				Janet shut her eyes.
				Florence wiped her face with her apron.
				Mamie unfolded the duster.
				I took the books out of the cabinet.
				Alma touched a picture.
				Annie opened her mouth.
				Evelyn threw the knife into the basin.
				Ellen shut the windows.
				Dorothy smelled the flowers.
				Annie stood on the stool.
				Florence wrote in her book with a lead-pencil.
				Druscilla folded her arms.
				I put the boxes under a small desk.
				Mamie ran into the room.
				Isabella threw the keys under the cabinet.
				I ate an orange.
				Janet put a crayon into my mouth.
				Ada broke the pointer.
				Dorothy pulled up a blind.
				I put Muriel on a window-sill.
				Eva broke her slate.
				I put Ellen under the large desk.
				Ellen bowed to Evelyn.
				Evelyn sharpened a slate-pencil.
				Muriel kissed her doll.
				I wrote on a large slate with a crayon.
				Annie kissed Eva.
				Eva jumped over the pail.
				I took my watch out of my pocket.
				Druscilla tore a newspaper.
				Mamie walked from Janet.
				Ellen walked around an arm-chair.
				Isabella touched her nose.
				I wiped my nose with my handkerchief.
				Alma shook Florence.
				Janet hopped out of the room.
				I threw a ball to Dorothy.
				Muriel combed my hair.
				I gave an orange to Muriel.
				Florence took the pens out of the box.
				Marie read her letter.
				Evelyn wiped the small desks with the duster.
				I threw the erasers out of the door.
				Dorothy put the basin on my head.

*Actions.*

I kissed Muriel.  
 Druscilla shook hands with Ellen.  
 Eva read a book.  
 I put my watch into my pocket.  
 Ada drank the water.

TEACHERS' EXAMINATION QUESTIONS.—Continued.

Supply Adjectives.

..... man.  
..... ball.  
..... cow.  
..... watch.  
..... pig.  
..... girls.  
..... window.  
..... flower.  
..... horse.  
..... book.  
..... lady.  
..... potato.  
..... milk.  
..... baby.  
..... dress.  
..... bed.  
..... doll.  
..... hat.  
..... chair.  
..... boy.

Supply Nouns.

A clean .....  
The hot .....  
A rude .....  
A kind .....  
A sly .....  
A warm .....  
The cross .....  
A pretty .....  
A selfish .....  
The industrious .....  
A beautiful .....  
A small .....  
The happy .....  
A good .....  
A white .....  
A sorry .....  
A fat .....  
The green .....  
A proud .....  
The lazy .....

Directions.

East.  
North.  
South.  
West.

Numeration.

12 .....  
44 .....  
16 .....  
100 .....  
50 .....  
91 .....  
28 .....  
17 .....  
32 .....  
85 .....  
10 .....  
13 .....  
55 .....  
90 .....

21 .....  
46 .....  
78 .....  
5 .....  
69 .....  
80 .....  
15 .....  
99 .....  
11 .....  
52 .....  
34 .....  
14 .....  
92 .....  
22 .....  
87 .....  
25 .....

Notation.

Nineteen .....  
Forty .....  
Sixty-six .....  
Twenty-one .....  
Seven .....  
Fifty-three .....  
Eighteen .....  
Thirty-five .....  
Forty-two .....  
Nine .....  
Fifty-six .....  
Seventy-seven .....  
Sixty .....  
Twenty-eight .....  
Thirty-nine .....  
Six .....  
Forty-two .....  
Ten .....  
Ninety-three .....  
Four .....  
Eighty-nine .....  
Fifteen .....  
Twenty-nine .....  
Sixty-five .....  
Two .....  
Fifty-four .....  
Thirty .....  
Eighty-six .....

Articles of Food: Potato, cheese, bread,  
onion, butter, honey, apple, meat, cab-  
bage, sausage, biscuit, chicken, pud-  
ding, orange, tomato, cake, duck, pie,  
fish, corn, gravy, egg, turkey, beet,  
bun, syrup, sugar, water, milk, tea,  
coffee, soup.

Natural Phenomena: Rain, lightning,  
wind, snow, sky, sun, cloud, moon,  
thunder, hail, rainbow, frost, star, ice.

Divisions of Time: Afternoon, day, even-  
ing, forenoon, hour, month, morning,  
night, noon, week, year.

Officers: Dr. Pyne, Mr. Mathison, Dr.  
Goldsmith, Miss Ross, Mr. Cochrane,  
Miss Chisholm, Miss Dempsey, Mr.  
Keith, Mr. Nurse, Miss Bates.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

**Teachers:** Mr. Coleman, Mr. Denys, Mr. Balis, Miss Templeton, Mr. Stewart, Mr. Campbell, Miss Linn, Mrs. Terrill, Miss Bull, Mr. Forrester, Mrs. Balis, Miss James, Mr. Ingram, Mr. Madden, Miss Gibson, Miss Cross, Miss Gowsell.

**Days of the Week:** Friday, Monday, Saturday, Thursday, Sunday, Wednesday, Tuesday.

**Adjectives:** New, beautiful, good, red, obedient, rude, well, cold, black, disobedient, kind, square, dry, cross, strong, bad, stubborn, pink, sick, selfish, bold, weak, old, grey, small, hot, polite, yellow, sly, large, clean, fat, white, sweet, thin, tall, lazy, dark, wise, blue, warm, fast, light, proud, wild, silly, green, short, pretty, clever, dirty, wet, sorry, slow, vain, sour, industrious, round, happy, brown, purple, big, long, saucy, nice.

**Parts of the Body:** An arm, a tooth, a forehead, a nose, an ear, a hand, a knuckle, a foot, a cheek, a side, an elbow, a leg, a thumb, a face, a neck, a finger, a mouth, a back, a wrist, a chin, the hair, a lip, a head, an eye, a knee, a tongue, a toe, an ankle, a chest, a shoulder.

**Animals:** A cat, a sheep, a monkey, a colt, a puppy, a cow, a lamb, an elephant, a mouse, a giraffe, an ass, a kangaroo, a fox, a squirrel, a rat, a buffalo, a seal, a rabbit, a frog, a goat, a zebra, a calf, a dog, a lion, a pig, a bear, a tiger, a hog, a kitten, a horse.

**Objects:** A doll, a chair, a newspaper, a ball, a blind, a cup, a handkerchief, a hat, a broom, a bed, an umbrella, a fan, a mat, a picture, a wheel-barrow,

a ring, a duster, a door, a trumpet, a pen, a gun, a window, a rocking-horse, a box, a pin, a cradle, a desk, a book, a pointed, a slate, a lead-pencil, a drum, a cabinet, dolls, chairs, a shelf, a key, an eraser, a comb, a clock, a ladder, a girl, a coat, a letter, a boy, a flower, a man, a light-house, a top, a watch, a hoe, a trunk, a bag, a crayon, a baby, an apron, a basin, a lady, an arm-chair, a pipe, a nest, an axe, a plate, a slate-pencil, a house, a spoon, a boat, a dress, shelves, keys, a knife, a car, a table, a towel, a kite, a bell, a pail, a pump.

## Counting.

X X X X X X X X X X—11.

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0—23.

1 1 1 1 1 1 1—7.

X X X X X X X X X X X X X X X X  
X X X X X X X X X X X X X X X X  
X X—31.

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  
0 0 0—44.

X X X X X X X X X X X X X X X X  
X X—16.

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0 0 0 0 0 0 0—35.

X X X X X X X X X—9.

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0—19.

**Birds:** A bat, a canary, a robin, a goose, a sparrow, an ostrich, a peacock, an owl, a parrot, a chicken, a turkey, a hen, a duckling, a duck, a gosling.

## FIRST GRADE PUPILS.—JUNIORS.

## Manual Alphabet for the Deaf.

## Questions.

1. What is your name?
2. How old are you?
3. Where do you live?
4. Where do I live?
5. What is my name?
6. Who is your teacher?
7. Who is the Superintendent?
8. Who is the Matron?
9. Are you happy.
10. Are you hungry?
11. Are you tired?

12. How are you?
13. How long have you been at school?
14. When will you go home?
15. What day is this?
16. What day was yesterday?
17. What will to-morrow be?
18. What month is this?
19. What was last month?
20. What will next month be?
21. What year is this?
22. What was last year?
23. What will next year be?
24. What season is this?



TEACHERS' EXAMINATION QUESTIONS.—*Continued.*

*Verbs:* Ran, sat, lay, stood, walked, hopped, jumped, knelt, gave, struck, kicked, shook, opened, shut, locked, unlocked, folded, unfolded, wrote, read, broke, tore, drank, ate, laughed, cried, touched, pushed, pulled, showed, looked, took, put, brushed, wiped, cut, washed, buttoned, unbuttoned, threw, combed, swept.

*Prepositions:* In, on, to, into, out of, off, at, over, with, from, behind, under, around.

*Actions.*

Charles Earl washed his hands in a basin, and wiped them with a duster.

Robert Eric Shaw swept the floor with a broom.

Earl A. Smith brushed his boots with a bootbrush.

Farley Fountain jumped over a pointer.

Arthur Gelineau took off his coat, and put it on Farley Fountain.

Mr. Ingram took off his cuffs, and put them on Charles Dorschner.

Percy Smith took three slate-pencils, three lead-pencils, and three inkwells out of the large desk, and put them into the cabinet.

Charles Dorschner took two crutches off the cabinet, and carried them around the room.

Charles Roy McCallum unbuttoned his coat, and took it off.

Charles Roy McCallum put on his coat and buttoned it.

Mary Lorentz took off her apron, she folded it, and put it under an arm-chair.

Beatrice Parker wrote on a large slate with a crayon.

Winnifred Barnett took a rag out of a box, she tore it, and threw it on the floor.

Martha Granger opened the door, and walked out of the room.

Eddie Fishbein stood behind a large slate.

Mr. Campbell took his watch out of his pocket, he looked at it, and showed it to Mr. Ingram.

Miss Templeton wiped the desks with a duster.

Earl A. Smith and Charles Dorschner hopped around the room.

Charles Earl read a newspaper.

Mr. Ingram combed his hair.

## ADJECTIVES.

*Supply Nouns.*

A good .....  
A bad .....

A hot .....  
A cold .....  
A new .....  
An old .....  
A fat .....  
A thin .....  
A wet .....  
A dry .....  
A nice .....  
A nasty .....  
A pretty .....  
An ugly .....  
A sweet .....  
A hard .....  
A sour .....  
A soft .....  
A round .....  
A sick .....  
A deep .....  
A cross .....  
A kind .....  
A large .....  
A small .....  
A long .....  
A short .....  
A strong .....  
A weak .....  
A lazy .....  
A sly .....  
A clean .....  
A brave .....  
A dirty .....  
A timid .....  
A wide .....  
A narrow .....  
A high .....  
A low .....  
A tidy .....  
An untidy .....  
A fast .....  
A slow .....

*Supply Adjectives*

A ..... horse.  
A ..... bear.  
A ..... potato.  
A ..... pie.  
A ..... book.  
An ..... slate.  
A ..... man.  
A ..... woman.  
A ..... day.  
A ..... towel.  
A ..... cake.  
..... medicine.  
A ..... peacock.  
An ..... frog.  
A ..... candy.  
A ..... plum.  
A ..... stone.  
A ..... muff.  
A ..... ball.  
A ..... calf.  
A ..... hole.  
A ..... dog.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Supply Adjectives.—Con.*

A	father.
A	elephant.
A	fly.
A	ladder.
A	screw.
A	lion.
A	lamb.
A	girl.
A	mouse.
A	collar.
A	boy.
A	floor.
A	girl.
A	sheet.
A	ruler.
A	church.
A	bench.
A	room.
An	woman.
A	squirrel.
A	cow.

*COLOR.**Supply Nouns.*

A	white
A	black
A	brown
A	blue
A	pink
A	green
A	grey
A	yellow
A	red

*Supply Adjectives.*

.....	snow.
.....	ink.
A	ass.
The	sky.
A	ribbon.
.....	grass.
A	jacket.
.....	butter.
A	tongue.

*Arithmetic.*

Write in words: 111, 300, 1,000, 100, 10,  
1, 0, 89, 515, 736, 909, 18, 666, 720,  
33.

Write in figures: Nine hundred and  
eighty-seven, eight hundred and sev-  
enty, seven hundred and nine, six  
hundred and seventeen, five hundred,  
four hundred and three, thirty-eight,  
twelve, one hundred and ten, none.

7+2=	8+1=	3+6=	2+4=
5+4=	6+6=	0+0=	1+5=
10+10=	9+9=	4+5=	2+8=
3+4=	5+2=	6+2=	7+7=
5+5=	1+9=	9+0=	2+1=

*Parts of the Body:* Head, face, fore-  
head, nose, chin, mouth, beard, tongue,  
chest, back, stomach, neck, throat,  
ankles, feet, heels, toes, legs, knees,  
thighs, shoulders, elbows, arms, wrists,  
hands, thumbs, lips, fingers, eyes, ears,  
cheeks, sides, hair, veins, blood, bones,  
heart, chin.

*Articles of Furniture:* A bed, a chair,  
a rocking chair, a cabinet, a cot, a  
lamp, an armchair, a cupboard, a sofa,  
a picture, a curtain, a clock, a stove,  
a mirror, a bookcase, a screw, a blind,  
a bureau, a washstand, a piano, a  
bath, a table, a sideboard, a bench, a  
shelf, a cradle, a desk.

*Persons:* A man, a woman, a girl, a boy,  
a baby, a lady, a father, a mother, a  
sister, a brother.

*Articles of Clothing:* Cap, hat, bib, boot,  
cuff, tie, muff, veil, coat, vest, pants,  
shirt, collar, braces, glove, button,  
dress apron, ribbon, jacket, garter,  
belt, scarf, blouse, handkerchief, stock-  
ing, pinafore, overcoat, sock, bootlace,  
rubber, pocket.

*Articles of Hardware:* Knife, fork, spoon,  
hinge, hasp, kettle, bell, key, file, plow,  
saw, awl, stove, basin, iron, rake, axe,  
scissors, screw, wrench, saucepan,  
horseshoe, scales, dustpan, corkscrew,  
oilcan, lantern, hammer, anvil, spade,  
hoe.

*Objects in the Class-room:* Floor, door,  
map, pen, pin, book, knife, brush,  
broom, slate-pencil, lead-pencil, news-  
paper, abacus, duster, crayon, crutch,  
letter, picture, desk, slate, ruler, rag,  
wall, box, glass, large desk, large  
slate, cabinet, basin, crayon, pointer,  
ceiling, eraser inkwell.

*Animals:* Cat, dog, rat, bat, pig, cow,  
ram, ass, fish, horse, foal, calf, camel,  
goat, kid, sheep, lamb, frog, lion, tiger,  
bear, fox, deer, zebra, mouse, kitten,  
seal, elephant, weasel, rabbit, squirrel,  
monkey, kangaroo, crocodile, puppy,  
fly.

*Birds:* Hen, cock, duck, owl, wren,  
chicken, peacock, sparrow, robin, bird,  
eagle, parrot, swan, hawk, vulture,  
goose, pigeon, turkey, ostrich.

*Plurals of:* Man, woman, baby, lady, calf,  
puppy, kitten, sheep, ox, ass, fox, box,  
potato, tomato, cabbage, peach, cherry,  
knife, bench, watch, leaf, loaf, orange,  
dress.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Articles of Food:* Pudding, porridge, vinegar, mustard, pepper, salt, biscuit, meat, fish, ham, hash, grapes, pie, tea, coffee milk, water, soup, lemonade, wine, peach, lemon, orange, cherry, nut, plum, bread, butter, cheese, syrup, toast, jam, currant, potato, carrot, onion, beet, currant, beans, blackberry, strawberry, gooseberry, raspberry, banana, pineapple, cabbage, melon, corn, apple, pear, cake, peas.

*Natural Phenomena:* Rain, snow, ice, wind, hail, frost, cold, cloud, thunder, lightning, rainbow, air, the sun, the moon, the sky, a star.

*Divisions of Time:* Morning, minute, month, noon, hour, year, afternoon, day, night, week.

*Directions:* North, south, east, west.

*The Seasons:* Spring, summer, autumn, winter.

*The Days of the Week:* Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

*The Months of the Year:* January, February, March, April, May, June, July, August, September, October, November, December.

*Words:* Rockingchair, lighthouse, grindstone, steampipe, electric light, wheelbarrow, whistle, whisk, pump, pail, pipe, towel, match, urn, anchor, anvil, album, bottle beads, basket, thimble, trumpet, oar, net, hammer, fence, nest, umbrella, gate, globe, gridiron, inkwell, whip, workbox, violin, vase, valise, rope, fishing-rod, rose, razor, harp.

## FIRST GRADE PUPILS.—SENIORS.

*Questions.*

1. What day is this?
2. What month is it?
3. Do you like summer?
4. Was it very cold last winter?
5. Who made the snow?
6. Is it warm now?
7. Are you glad you will soon go home?
8. When will you come back to school?
9. Do you like school?
10. What is your teacher's name?
11. Where is your home?
12. Have you a brother?
13. Can you add and subtract?
14. How long have you been in school?
15. Has a bear a tail?
16. What make honey?
17. Whose uncle gave her a bag of candy?
18. Are there many flowers here?
19. Did you go to Belleville last Saturday?
20. Shall I give a new pen to you?
21. How old are you?
22. May I see your book?
23. Who was very sick last winter?
24. Which girl do you like the best?
25. What color is the grass?
26. Am I tall?
27. Can you climb a tree?
28. Have you seen birds' nests in the trees?
29. Will it rain to-day?
30. Is this a beautiful place?

*Language Exercises.*

Daily News Items.  
Action Writing.

16a E.

*Incorporation.*

1. After.
2. Before.
3. Often.
4. Sometimes.
5. Perhaps.
6. Always.
7. Remember.
8. Every day.
9. Ran away.
10. Last night.
11. This afternoon.
12. Sweet.
13. A bunch of grapes.
14. Looked.

Questions. See above.  
The Lord's Prayer.  
The Child's Prayer.  
A Letter.

*Parts of the Body.*

1. I have .....
- 15.

*Parts of Animals and Fowls.*

1. A ..... has long horns.
2. A ..... has ugly humps.
3. A ..... has a strong trunk.
4. A ..... has sharp teeth.
5. A ..... has a small bill.
6. A ..... has large antlers.
7. A ..... has a long neck.
8. A ..... has bright eyes.
9. A ..... has long ears.
10. A ..... has a curly tail.



## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Parts of Animals and Fowls.—Con.*

11. A ..... has a bushy tail.
12. A ..... has no tail.
13. A ..... has fins.
14. A ..... has an ugly snout.
15. A ..... has a long mane.
16. A ..... has an udder.
17. A ..... has large paws.
18. A ..... has sharp claws.
19. A ..... has small wings.
20. A ..... has long legs.
21. A ..... has heavy hoofs.
22. A ..... has a long beard.
23. A ..... has two strong hands.
24. A ..... is covered with scales.
25. A ..... is covered with feathers.
26. A ..... is covered with fur.
27. A ..... is covered with wool.
28. A ..... is covered with hair.

*Questions by Pupils.*

1. Am
2. Are
3. Can
4. Did
5. Do
6. Have
7. How
8. Is
9. What
10. Who
11. When
12. Where
13. Whose
14. Will
15. May

*Parts of Objects.*

1. Jane broke the ..... of her comb.
2. John sat on ..... of the table and swung his feet.
3. Charles held the ..... of a pin between his teeth.
4. Annie pulled thread thru the ..... of a needle.
5. An angry boy kicked the ..... of a chair.
6. Mary looked at the ..... of the clock.
7. Maggie broke the ..... of a tea-pot.
8. Some horses pulled a wagon by its .....
9. Harry poured ink from the ..... of a bottle.
10. A baby stood at the ..... of its cradle.

*Adjectives.*

1. The sun is ..... to-day.
2. The trees are ..... now.
3. Bessie picked many ..... flowers last summer.
4. Yesterday Cora ironed her ..... apron.
5. This afternoon Jane will sew her ..... dress.
6. Albert got a ..... suit of clothes in his box last Christmas.
7. Some ..... birds made a ..... nest in a tree.
8. Lila gave a ..... piece of ..... candy to Violet.
9. Miss Dempsey made a ..... dress for Mary last month.
10. My home is a ..... place.

*Colors.*

1. The flag is ....., ..... and .....
2. Now the grass is .....
3. Last winter the snow was ..... and cold.
4. The ..... roses are prettiest.
5. My hair is ..... and my eyes are .....
6. George's sister sent him some ..... oranges.
7. .... ink is in one bottle and ..... ink is in the other.
8. Florence wrote on her slate with a ..... crayon.
9. The grass is ....., the sky is ....., and the clouds are ..... to-day.
10. I like ..... best.

*Pronouns.*

1. Edmund pulled ..... boots off ..... feet.
2. Clara took ..... hat off ..... head.
3. Harry was bad and ..... mother whipped .....
4. John pushed Charles and ..... fell down and hurt ..... knee, ..... cried.
5. A cow kicked Albert and ..... kicked .....
6. Herbert took some raspberries from a box and ate .....
7. Bessie's uncle gave ..... some candy, ..... gave some to ..... and I thanked .....
8. Cora cut ..... fingernails with ..... penknife.
9. Mr. Keith took ..... handkerchief out of ..... pocket and wiped ..... nose with .....
10. Jane threw some cold water on Maggie and ..... chased ..... and slapped .....

TEACHERS' EXAMINATION QUESTIONS.—Continued.

Numbers.

Notation.

4386  
295  
926  
7030  
65

Numeration.

Twelve.  
Two thousand.  
Four thousand and two hundred and eighty-one.  
Seventy-two.  
Four hundred and sixty.

Cardinal and Ordinal.

38th.  
Thirteenth.  
1st.  
Twenty-fourth.  
10th.  
Sixty-second.  
83rd.  
Twelfth.  
40th.  
Seventieth.

Currency. \$ c.

Seven dollars and twenty-four cents.  
Sixty-three cents.  
Nineteen dollars and seventy-five cents.  
Forty dollars.  
Four cents.  
.01c.  
\$6.00.  
.15c.  
\$28.70.  
\$11.25.

Addition.

4,236	78	9	7,420	526	4+8=
1,045	20	2	328	931	6+1=
2,331	34	3	422	104	9+7=
1,401	14	6	6,104	211	11+5=
—	—	1	—	733	3+8=
				—	6+4=

Simple Problems.

1. Mary picked 243 strawberries, Maggie picked 330, Annie picked 125 and Lila picked 84; how many did they pick altogether?
2. Harry put 64 apples into one barrel, John put 85 into another, Edmund put 70 into another, and George put 92 into another; how many apples did they put into them?
3. Jane gave 8 nuts to Cora, 9 to Bessie, 5 to Florence, and 3 to Clara; how many nuts did she give to them?
4. Herbert found 12 hen's eggs in a nest, Albert found 7 in a barrel, Charles found 5 in the barn, and George found 4 in an old box; how many eggs did they find?

5. Florence washed 24 plates at noon, Maggie washed 32 in the evening, and Jane washed 40 after breakfast; how many plates altogether did they wash?

Subtraction.

2483	752	94	374	40	10	20	14
1460	611	80	261	5	7	3	4
—	—	—	—	—	—	—	—
5260	397	248	75	364	80		
5210	161	124	5	204	2		
—	—	—	—	—	—		

Simple Problems.

1. John had 5 apples, he ate 2; how many remained?
2. Bessie saw 7 birds on the ground, 4 flew away; how many stayed?
3. Lila bought 12 oranges, she gave 6 to her sister; how many did she keep?
4. Cora had .25c., she gave .10c. to Miss Ross; how much did she keep?
5. Harry's father picked 2684 cherries, he gave away 1452; how many cherries were left?

Miscellaneous.

Names of the Days.  
Names of the Months.  
The Seasons.  
Divisions of Time.  
Natural Phenomena.  
Form, Quantities, etc.

1. A team of .....
2. A dozen .....
3. A couple of .....
4. An ear of .....
5. A bunch of .....
6. A barrel of .....
7. A slice of .....
8. A pail of .....
9. A piece of .....
10. A pair of .....
11. A bucket of .....
12. A glass of .....
13. A box of .....
14. A pitcher of .....
15. A pan of .....
16. A loaf of .....

Plurals.

1. A man.
2. A child.
3. A baby.
4. A woman.
5. A knife.
6. A calf.
7. A foot.
8. A leaf.
9. A mouse.
10. A deer.
11. An ox.
12. A cherry.
13. A puppy.
14. A tooth.
15. A watch.
16. A dress.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

## SECOND GRADE PUPILS.—JUNIORS.

*Arithmetic.*

Write in words: 346, 1392, 504, 3670, 55, 13th, 90th, 100th, 1000th, 62nd.  
Write in figures: Two hundred and sixteen, five thousand six hundred and ninety-one, thirty-two, two thousand and five, six hundred and seventy, first, seventy-third, eightieth, one hundred and fortieth, sixty-seventh.

Add 1394	3627	4360
426	853	236
7365	1236	8754
538	745	267
—	—	—

From 367209	785415
Take 182673	37093
—	—

*Arithmetic.**Problems.*

1. In an orchard there are 13 peach-trees, 75 apple-trees, 24 pear-trees, 86 cherry-trees, and 5 plum-trees. How many trees are there altogether?
2. Rachel has 65 cents, Ida 26, Alice 77, Mary 50 and Diana 6. How many cents have all?
3. A lady had 97 cents. She bought a book for 86 cents. She found 15 cents. How many cents had she then?
4. A farmer had 84 sheep. He sold 26. He bought 35. How many sheep had he then?
5. William had 64 cents. He earned 80 cents. He spent 25 cents. How many cents had he then?

*Actions.*

1. You are waving your handkerchief.
2. You waved your handkerchief.
3. Wesley is washing his face.
4. He washed it.
5. Winnie walked to the window.
6. You are wiping your eyes.
7. A man is whipping a horse.
8. The man whipped it.
9. Mr. Burns is working in the printing office.
10. Mr. Nurse worked in the store.
11. A fox is watching the birds.
12. The fox watched the birds.
13. You unwound the string.
14. William untied his tie.

15. Gerald tried to lift the cabinet.
16. You are teaching us.
17. You taught us yesterday.
18. You threw a ball to Walter.
19. You turned round the blackboard.
20. Violet is standing on the chair.
21. She stood on it.
22. A duck is swimming in the water.
23. A duck and a dog are swimming in the water.
24. A duck, a dog and a deer are swimming in the water.
25. They swam in the water.
26. A man is shooting some birds.
27. The man shot some birds.
28. Dorina is sitting on the chair.
29. She sat on the chair.
30. You are sharpening your pencil.
31. You sharpened it.
32. You are squeezing a sponge.
33. You squeezed it.
34. Miss Dempsey is sewing a dress.
35. You sewed Tom's coat.
36. You shook hands with Carrie.
37. You are reading a book.
38. You read it.
39. A boy is riding on a pony.
40. A man is rowing a boat.
41. He rowed it.
42. You peeled an orange.
43. You are rubbing your hands.
44. You rubbed them.
45. Tom is brushing his coat.
46. Mary is carrying a book round the room.
47. She carried it round the room.
48. A horse is drinking some water.
49. The horse drank some water.
50. A rabbit is eating a leaf.
51. The rabbits are eating the leaves.
52. The rabbits ate the leaves.
53. A man is emptying a wagon.
54. Miss Ross filled a glass with water.
55. A bird is flying.
56. You unfolded your handkerchief and wiped your eyes.
57. You took your keys out of your pocket and unlocked the desk.
58. You gave a knife to Olive and she thanked you for it.
59. You sealed a letter and put it into your pocket.
60. You took a picture out of the desk and showed it to us.
61. Alice rolled a cent on the floor and Ida picked it up.
62. Otto made a box and gave it to you.
63. Rachel lost a cent, looked for it and found it.
64. William led a horse to the barn and fed it.
65. Diana got a letter from home and read it.



TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Questions.*

1. What is a horse?
2. Is it a strong animal?
3. Can it draw a heavy load?
4. How many hoofs has it?
5. Are they hard or soft?
6. What has it on its hoofs?
7. What are they made of?
8. What is its skin made into?
9. What are its hoofs made into?
10. Is the horse a useful animal?
11. How many horns has a cow?
12. Has it a long or a short tail?
13. With what is its body covered?
14. What does it eat?
15. What does the cow give us?
16. What is milk made into?
17. What color is it?
18. What is the cow's flesh called?
19. What are its horns made into?
20. Has your father any cows?
21. What does the sheep give us?
22. Is it a large or a small animal?
23. Into what is the wool made?
24. What is the sheep's flesh called?
25. Is mutton good for us?
26. What is a young sheep called?
27. Has your father any sheep?
28. Would you like to have a pet lamb?
29. What are your stockings made of?
30. What does a shepherd do?
31. What is a herring?
32. Name some other kinds.
33. Is the herring a large fish?
34. What are its gills for?
35. What are its fins for?
36. Where does a fish live?
37. Could you live in the water?
38. Who catch herrings?
39. Have you seen a robin?
40. Which bird do you like best?
41. Is the robin a nice bird?
42. What color is its breast?
43. How many wings has it?
44. What are its wings for?
45. Are its claws sharp?
46. What is its nest made of?
47. Where does it build its nest?
48. Does the robin stay here in winter?
49. What is that?
50. What kind of knife is it?
51. What is a knife for?
52. How many blades has my knife?
53. What are they made of?
54. What is the handle made of?

55. How much did the knife cost?
56. Can you sharpen a knife?
57. How?
58. Do you like that picture?
59. What do you see in it?
60. What is the boy doing?
61. Where is he going?
62. How does he look?
63. Why?
64. To whom will he give the rabbits?
65. Will she be glad to get them?
66. Where are they?
67. How many are there?
68. Are they living or dead?
69. When is your birthday?
70. How long have you been at school?
71. What kind of day is this?
72. Is your father living?
73. What does he work at?
74. When will you go home?
75. Will you be glad to see your friends again?

*Miscellaneous Language.*

Write the Months and the Seasons.

Write 10 Articles of Furniture.

Write plurals of: scissors, woman, mouse, water, knife, daisy, box, ox, deer, lily.

*Supply Nouns.*

- A box of .....  
 A piece of .....  
 A pair of .....  
 A cup of .....  
 A ball of .....  
 A bottle of .....  
 A jar of .....  
 A bag of .....  
 A sack of .....

*Elliptical.*

- I put ..... clothes into ..... trunk.  
 You read ..... letter.  
 A boy cut ..... finger with a knife.  
 Mary sewed ..... dress.  
 A rabbit ran into ..... hole.  
 We shall meet ..... friends in summer.  
 Mr. Campbell and you rode on ..... bicycles.  
 Mr. Ingram and Mr. Nurse read ..... newspapers.  
 The boys and girls enjoyed ..... dinner.  
 Some birds are building ..... nests.

*Description of Picture.**The Lord's Prayer.*

## SECOND GRADE PUPILS.—SENIORS.

*Mental Arithmetic.*

1.  $7+6+8+9+5+4+9+6+3$ .
2.  $35-8-9-4$ .
3.  $26-8+9-7-6+8+3$ .
4. A man had 7 twenty-five cent pieces. How much money had he?

5. How many more days are there in this month?
6. How many months are there in 12 years.
7. How many days are there in 8 weeks?
8. A man had 6 fifty cent pieces. How much money had he?

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Mental Arithmetic.—Con.*

- 9.74 + 38.  
 10. A man had \$1 and he bought a handkerchief for .17. How much money had he then?  
 11. If 1 cow cost \$25, how much will 5 cows cost?  
 12. How many fingers have 9 boys?  
 13. A boy bought a slate for .08, 6 slate-pencils for .03, a book for .09, 3 oranges for .06, a copy-book for .10, and 3 lead-pencils for .04. How much did he spend?  
 14. How many articles did he buy?  
 15. 63—27.  
 16. If a man paid .50 for 1 book, how much would he pay for 5 books?  
 17. A boy had .50. He bought a tie for .10 and a handkerchief for .09. How much money had he then?  
 18. How much did he spend?  
 19. If 1 pig cost \$12, how much would 8 pigs cost?  
 20.  $7+4+8+9+6+7+10+8+4+3$ .

*Written Arithmetic.*

1.  $7469+863+9374+98+6437+9514+6874+3768+4174+95$ .  
 2.  $69087761940003714-13796786470967869$ .  
 3.  $9468+7714-3698-97+2163-4978$ .  
 4.  $\$3168-\$19.84+\$168-\$216.95-\$3.17+.94$ .  
 5. A farmer had 378 sheep, another had 642 sheep, another had 76 sheep, another had 879 sheep, another had 316 sheep, another had 272 sheep, another had 538 sheep, another had 674 sheep, and another had 97 sheep. How many sheep had they?  
 6. How many farmers were there?  
 7. How many sheep had the third, fifth and eighth farmers?  
 8. How many days are there in January, April, June, August and October?  
 9. How many days are there in 12 years.  
 10. A man had 416 chickens. He killed 84, sold 129, gave 12 to his son, bought 286, and a fox stole 37. How many chickens had he then?  
 11. A man bought a carpet for \$58.46, a table for \$17, a stove for \$35.26, a picture for .36, 19 chairs for \$86.42, a bed for \$8.96, a bureau for \$17, and a washstand for \$9.16. How much did he spend?  
 12. How many articles did he buy?  
 13. How much did the table and chairs cost?  
 14. 74685249061784x9.  
 15. A man had \$300. He bought 15 sheep for \$135.49, and earned \$73. How much money had he then?

16. If 1 horse cost \$86.47, how much would 8 horses cost?  
 17. Write in words: 1,760, 384, 5,000, 2,006, 8,600, 709, 2,608 and 2,584. Also \$96.84, \$700.29, \$3,000, \$6.01, .82, \$7,604.56.

*Language.*

1. Write compound or complex sentences containing the following: Afraid, raised, cellar, about, behind, in front, under, over, against, before, after, between, counting, this, that, these, those, lent, funeral, cemetery, to rain, to bleed, bleeding, got up, a long time, each other, home, planted, woods and piece of .....  
 2. Write questions beginning with do, does, did, will, is, am, are, was, were, what, who, where, why and how, and answer them.  
 3. Write about the picture of the children on the sea shore.  
 4. Write the Lord's Prayer.  
 5. Write news.

*Questions.*

1. What church do you go to?  
 2. Who is your minister?  
 3. What do you do after you get up?  
 4. What do you do after supper?  
 5. How many children has your father?  
 6. How many sons has he?  
 7. How many daughters has he?  
 8. Who are his sons?  
 9. Who are his daughters?  
 10. Who is his wife?  
 11. Who is your teacher?  
 12. Who was your teacher last year?  
 13. Who do you think will be your teacher next year?  
 14. How many meals do you eat every day?  
 15. Name them.  
 16. Did you have your breakfast?  
 17. What did you have for breakfast?  
 18. Where did you eat it?  
 19. When is Easter?  
 20. When is vacation?  
 21. Where do you go in vacation?  
 22. How many months are there in summer?  
 23. Name them.  
 24. What month do you like best?  
 25. Why?  
 26. What are the fourth and tenth months?  
 27. Name the autumn months.  
 28. What was the month before last?  
 29. What will the month after next be?  
 30. What was the day before yesterday?  
 31. What will the day after to-morrow be?  
 32. What was the year before last?

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Questions.—Con.*

33. What will the year after next be?
34. How old is King Edward?
35. Where does he live?
36. When did you have a holiday?
37. When is King Edward's birthday?
38. When is Dominion Day?
39. Where is the engine-room?
40. Where do you sleep?
41. What is your bed covered with?
42. What is the parlor wall covered with?
43. What is it made of?
44. What is the lawn covered with?
45. Where is the lawn?
46. Where is Mr. Cunningham?
47. How is he?
48. What is he?
49. What does he make?
50. Who is between Spray and Ethel?
51. Who is in front of Maggie?
52. Who is behind Gregory?
53. Where do the girls iron the clothes?
54. Where is Mr. Peppin?
55. What is he?
56. How are you?
57. When do you get up?
58. When do you go to bed?
59. When is Hallowe'en?
60. What is your porridge made of?

*Questions on a Story.*

1. Where does Mrs. Mills live?
2. What does she do?
3. Is China near here?
4. How long is she in a ship?
5. Are there many deaf children in China?
6. How many schools for the deaf are there?
7. What did she show us?
8. What did she tell us?
9. What kind of writing is the Chinese?
10. Are Chinese beds like ours?
11. What do they have for a pillow?
12. Do they make slates in China?
13. Where does Mrs. Mills get her boys' slates?
14. Is the United States near here?
15. What do they make in China?
16. Do the people like girls?
17. What do they sometimes do with deaf girl babies?
18. What are Chinese windows made of?
19. What do they put on the paper?
20. Can they see through the paper?
21. Can the light come through it?
22. What grows in China?
23. Would you like to live in China?
24. What country do you like best?

*Questions on Bible Stories.*

1. Were the people always good after the flood?

2. What kind of man was Abraham?
3. What did God tell Abraham to do?
4. Where did Abraham go?
5. Who was Abraham's wife?
6. How many sons had he?
7. What was his son's name?
8. How many sons had Isaac?
9. What were Isaac's sons' names?
10. How many sons had Jacob?
11. Which did Jacob love best?
12. What did he give Joseph?
13. How did Joseph's brothers feel?
14. What did they want to do?
15. What were Joseph's brothers doing?
16. Where were they?
17. How did Jacob feel?
18. What did Jacob do?
19. Were Joseph's brothers glad to see him?
20. What did they do?
21. Whom did they see?
22. What did they do?
23. Who bought Joseph?
24. Where did the merchants take Joseph?
25. What did he become?
26. Why did Joseph's brothers go to Egypt?
27. Did Joseph forgive his brothers?
28. Where did Jacob and his sons go to live?

*Miscellaneous.*

1. Write the names of fifteen trades and professions.
2. Write the names of fifteen rooms.
3. Write the names of ten articles in a parlor.
4. Write the names of ten articles in a kitchen.
5. Write the names of ten articles in a dining-room.
6. Write the names of ten articles in a bed-room.
7. Write the names of fifteen kinds of food.
8. Write the names of ten kinds of meat.
9. Write the names of ten kinds of fruit.
10. Write the names of ten kinds of vegetables.
11. Supply quantities: A ..... of bread, a ..... of oxen, a ..... of horses, a ..... of hay, a ..... of eggs, a ..... of lemonade, a ..... of water, a ..... of tea, a ..... of pills, a ..... of medicine, and a ..... of pins.
12. Supply adjectives:
  - (1) A boy buried a ..... bird. A ..... bird sat on the tree and looked at him.



## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Miscellaneous.—Con.*

- (2) A lady left the Institution. Some girls liked her, and they were ..... she went away. Some other girls did not like her, and they were ..... she went away.
- (3) It was raining. A ..... girl wore her rubbers. A ..... girl did not wear hers.
- (4) A wagon cannot pass another wagon on a ..... road. It can pass it on a ..... road.

(5) A boy studied his lessons. He became a ..... man. Another boy did not study his lessons. He became a ..... man.

13. Write the past negative and possessive forms of the following verbs: Knelt, slapped, lay, caught, bought, thought, knew, pitied, shone, led, struck, taught, carried, lost, whipped, laid, blew, flew, bled, forgot, quarrelled, wound, left, fought, struck, had, lit, studied and swam.

## THIRD GRADE PUPILS.—JUNIORS.

*Geography.*

1. What is the earth? What shape is it? How far is it through the earth, and how far is it around it?
2. Where does the earth get its light and heat? Is the sun as large as the earth? Is the moon as large as the earth?
3. Name the continents. Which is the largest continent and which is the smallest?
4. Define cape, gulf, isthmus.
5. What is a city? Name some cities in Ontario.
6. Which is the largest city in Ontario? In Canada? In the world?
7. What is an ocean? Name the oceans.
8. What ocean is south of Asia? What ocean is west of America? What continents are south of the Arctic ocean? What ocean is between Africa and America?
9. Who is Governor-General of Canada? Where does he live?
10. What is an island? Which is the largest island in the world?
11. In what continent is Japan? In what continents is Russia.
12. What is a lake? Name four large lakes between Canada and the United States.
13. In what hemisphere do you live? In what continent? In what country? In what province? In what county?
14. What is a river? What river flows through Belleville, and where does it empty?
15. In what county is this Institution? In what township is it?
16. What bay is south of the Institution? What county is on the other side of the bay?
17. Is Ottawa as large as Belleville? Is Ottawa as large as Toronto?
18. What is the capital of Ontario? Of Canada? Of the British Empire?
19. What country is south of Canada? What continent is east of Europe?
20. Who rules over the British Empire? Who is our Queen?

*Artisans.*

1. What does a shoemaker do? Name some materials which he uses.
2. Who make men's clothes? Who make women's clothes? Name some kinds of cloth.
3. What trades are taught here? What trade are you learning?
4. What does a farmer do? When does he sow wheat? When does he sow oats?
5. Who works with leather? With iron? With wood?
6. Who build brick houses, and who build frame houses?
7. What does a gardener do? Name some kinds of vegetables.
8. Name some kinds of fruit that grow in Canada. Name some kinds that do not grow in Canada.
9. Who uses an awl, a trowel, a plane?
10. What is bread made of? What is bread called before it is baked?
11. What are chimneys built of? Why are they not built of wood?
12. What is an auger, a razor and a hammer used for?
13. What are houses built of? What is this Institution built of? What kind of a house does your father live in?
14. What does a butcher do? Name some kinds of meat.
15. What does a dressmaker sew with? What does she wear on her finger when she sews?
16. What does a blacksmith do? Name some tools which he uses.
17. What does a dressmaker cut cloth with? What does a tailor cut cloth with? What does a shoemaker cut leather with?
18. What are the covers of books made of? What are the leaves made of? What is one side of a leaf called?
19. What are horse-shoes, dust-pans and chairs made of?
20. Who teaches printing, shoemaking, and dressmaking here?

TEACHERS' EXAMINATION QUESTIONS.—*Continued**Mental Arithmetic.*

1. John has 24 apples, James has 37 and William has 46. How many apples have all three?
2. Sarah has 9 cents and Rosana has 6 more than Sarah. How many cents have both?
3. A boy had \$1.25. He paid \$0.30 for a book and \$0.40 for a tie. How much money had he left?
4. A girl had \$1. She bought 5 lbs. of candy at \$0.12 a lb. How much money had she left?
5. A farmer had 15 geese. 6 died, he killed 4, he bought 9, he sold 7 and a fox caught 3. How many geese had he then?
6. In a class there were 19 boys and 17 girls. How many pupils were there in the class?
7. In a school there were 60 pupils. 35 of them were boys. How many girls were there?
8. How many days are there in 32 weeks, omitting Sundays?
9. How many meals do you eat in 3 weeks?
10. A room is 8 feet long and 7 feet wide. How far is it around the room?
11. George had 24 cents and Joseph had four times as many as George. How many cents had both?
12. How many weeks are there in 6 years?
13. How much are 6 lambs worth at \$4.85 each?
14. A man bought a ring for \$6.50 and sold it for \$9.15. How much did he gain?
15. If a printer earns \$2.60 a day, how much will he earn in a week, omitting Sunday?
16. If a boy earns \$9 a week, and spends \$5 a week. How much will he save in a year?
17. A merchant bought 24 watches at \$14 each and sold them at \$9 each. How much did he lose?
18. A girl got 67 marks in geography, 75 in mental arithmetic and 59 in incorporations. How many marks did she get altogether?
19. How many days are there in 4 weeks and 5 days?
20. A girl bought 6 oranges at 4 cents each and 5 bananas at 3 cents each. How much did she pay altogether?
2. If a man earns \$64.80 a month and spends \$12.75 a week, how much will he save in 14 years?
3. A butcher had 149 sheep. He sold 36 of them at \$7.40 each, 54 at \$8.60 each, 14 died, and he sold the rest at \$9.75 each. How much did he get altogether?
4. Annie had \$7.80, Sophie had three times as much as Annie, Nettie had \$4.30 more than Sophie, Rose had \$19.75, Pearl had as much as Annie and Rose together less \$3.40, Barbara had twice as much as Nettie plus \$6.75, Clara had \$3.20 less than Pearl, and Arlie had four times as much as Barbara and Rose together, less \$3.60. How much had all eight?
5. A merchant bought 642 yards of carpet at \$1.65 a yard, and sold it at \$2.40 a yard. How much did he gain?
6. A man sold 246 bushels of wheat at \$0.85 a bushel, 347 bushels of peas at \$0.62 a bushel, and 437 bushels of barley at \$0.54 a bushel. With the money he bought 34 tons of coal at \$6.75 a ton, 47 gallons of coal-oil at \$0.54 a gallon, and 3 colts at \$97 each. How much money had he left?
7. If a teacher pays \$3.75 a week for board, how much will he pay in 6 years?
8. A man earns \$3.60 a day and gets \$24 a month from his father. He pays \$16.25 a month for rent, \$7.40 a week for provisions, \$12.60 a month for clothes, and \$380 a year for other expenses? How much will he save in 5 years, omitting Sundays and 9 holidays each year?
9. A drover bought 32 sheep at \$6.70 each, 24 sheep at \$7.20 each, and 65 calves at \$5.40 each. He sold the sheep at \$7.60 each, 34 calves at \$4.80 each, and the rest at \$5.90 each. How much did he gain?
10. A farmer had \$800. He bought 26 lambs at \$3.60 each, 24 sheep at \$6.70 each, and 35 pigs at \$9.80 each. He sold 56 tons of hay at \$8.60 a ton, 17 loads of straw at \$3.40 a load, and 25 cords of wood at \$6.80 a cord. How much money had he then?

*Written Arithmetic.*

1. Make out the following bill: 364 lbs. of tea at \$0.45 a lb., 257 lbs. coffee at \$0.34 a lb., 64 gallons of syrup at \$1.25 a gallon, 56 dozen eggs at \$0.27 a dozen, and 15 barrels of apples at \$1.85 a barrel.

*Miscellaneous Questions.*

1. What is this Institution? Why do you come here?
2. How is the Institution heated? How is it lighted?
3. What is the Institution built of? What is its roof covered with?

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Miscellaneous Questions.—Con.*

4. Name the resident teachers of the Institution. Name the non-resident teachers.
5. What city is near the Institution? What town is a few miles west of here? What town is east of Belleville?
6. What river runs through Belleville? How many bridges are there across the river in Belleville? What are they called?
7. How do people generally cross the bay in the winter? How do they cross in the summer? What kind of a bridge is the bay bridge?
8. How is coal sold? Coal-oil? Wood? Cloth?
9. How far is it from Belleville to Toronto?
10. Name some domestic animals. Name some wild animals that live in Canada. Name some wild animals that do not live in Canada.
11. What is a word made of? What is a sentence made of? How many letters are there in the alphabet?
12. What teachers take study-duty on the boys' side? What teachers take study-duty on the girls' side? What teachers take chapel-duty?
13. Why can you not lift a piano? Why can you not touch that bell?
14. Name some metals. Which is the most useful metal?
15. In what months are the days longest and shortest? Which is the shortest month? In what month is Christmas?
16. Name some kinds of birds. Name some kinds of trees.
17. What is maple-sugar made from? How is it made?
18. Name some animals that eat grass. Name some animals that eat flesh.
19. How does sugar taste? How does a lemon taste? How does medicine generally taste?
20. Name some things we drink. Name some things we eat. Name some things we eat with.

*Illustrative Questions.*

## I.

To illustrate the comparison of adjectives.

1. Is the Atlantic ocean as large as the Indian ocean?
2. Is the large desk as heavy as the table?
3. Who is the tallest boy in this class?
4. Is this Institution as comfortable as your home?

5. Who is the most industrious pupil in this class?
6. Are oranges as good as bananas?
7. Which is the warmest season?
8. Can a horse run as fast as a dog?
9. Which do you think is the most useful animal?
10. Is this building as high as the hospital?
11. Which do you think is the most pleasant season?
12. Is a rose as beautiful as a lily?
13. Is Belleville as large as Toronto?
14. Is Belleville as large as Trenton?
15. Do you think the Japs are as brave as the Russians?

## II.

To illustrate the use of *either*, *neither*, *both*.

1. Did you have either bacon or eggs for breakfast?
2. Is either your father or your mother deaf?
3. Is Mr. Forrester either deaf or dumb?
4. Is either Mr. Denys or Mr. Madden married?
5. Did either Mr. Mathison or Mr. Keith come to this room yesterday?
6. Did it either rain or hail last night?
7. Can you either add or multiply?
8. Did either Annie or Sophie go to church last Sunday?
9. Would you like either your father or your mother to meet you at the station?
10. Do you know either The Lord's Prayer or "God save the King?"

## III.

To illustrate the use of *any*, *no*, *some*, *none*, *etc.*

1. Have you any money?
2. Has Mr. Campbell any children?
3. Has Mr. Cunningham any children?
4. Did you have any cake for supper last evening?
5. Did you see any orioles this morning?
6. Did any of the boys play football yesterday?
7. Did you buy any candies on Saturday?
8. Did you get any letters yesterday?
9. Did any of the pupils go to the Catholic church last Sunday?
10. Did any of the pupils go to the Methodist church last Sunday?



TEACHERS' EXAMINATION QUESTIONS.—*Continued.*

## IV.

To illustrate the use of *never, often, sometimes, always, generally, seldom, etc.*

1. Do you ever get letters from home?
2. Do you ever have mistakes on your slate?
3. Does Mr. Mathison ever come to this room?
4. Does Miss Ross ever come to this room?
5. Do you ever read the Bible?
6. Do you ever say your prayers before you go to bed?
7. Do you ever have meat for breakfast here?
8. Do you ever have meat for dinner here?
9. Do you ever have cake for supper?
10. Have you ever been in Mr. Mathison's house?
11. Does it ever rain in January?
12. Does it ever snow in July?
13. Do the boys ever play football here?
14. Do the girls ever play hide and seek?
15. Does Miss Ross ever let the girls go for a walk?

*Elliptical Sentences.*

1. Mary lost.....book,.....looked for  
..... but ..... could ..... not  
find.....
2. John lost.....keys,.....looked for  
.....and.....found.....
3. We lost.....pens, .....looked for  
.....but.....could not find.....
4. I lost.....hat,.....looked for.....  
and.....found.....
5. Some boys lost.....caps,.....  
looked for.....but.....could not  
find.....
6. I ..... sitting on my chair now.
7. Thomas.....studying his lesson last  
evening.
8. We ..... writing our examination  
now.
9. The boys.....playing football yester-  
day.
10. George.....not talking now.
11. Some pupils.....going to church  
next Sunday.
12. We.....letters from our parents.
13. A girl.....a letter to her sister.
14. A boy got some money.....his father.
15. A girl sent a present.....her mother.
16. This room is.....the dining-room.
17. The study-room is.....the dormitory.
18. Clara sits.....Annie and Edgar.
19. The girls wash the dishes.....dinner.
20. Mr. Keith told a boy to .....
21. Miss Ross told a girl that.....
22. A boy told a girl about.....
23. A boy read in a newspaper about.....

24. We eat our supper.....six o'clock.
25. We stay in school in the forenoon  
.....twelve o'clock.
26. A boy had ten nuts and he gave.....  
of them to a girl.
27. Mary picked.....apples and she ate  
both of them.
28. A boy bought.....and gave some of  
it to his sister.
29. A girl bought.....and she ate all of  
them.
30. James bought.....figs and he ate  
six of them.

*Incorporations.*

Every day, last month, next year, were playing, was writing, will be going, a few days ago, in a few days, sometimes, never, often, perhaps, in front of, behind, above, did so, at noon, one of the, none of the, all of the, before breakfast, after supper, each, every, largest, taller, as long as, more industrious, most obedient, told.....to, told.....that, to stop, allowed, enjoyed, some of them, some of it, both of them, one.....the other, one-another ..... the other, two of them ... the others.

*Write The Lord's Prayer.*

*Write the National Anthem.*

*Write some news.*

*Ask twenty questions.*

*Describe a picture.*

*Language Exercises.*

## I.

Prefix the proper forms of the verbs *see, feel* or *hear* to the following sentences.

1. A cow was eating the grass.
2. The wind was blowing hard a few days ago.
3. I am correcting the pupils' papers now.
4. A bad girl was pounding on her desk.
5. A man was cutting the grass in front of the hospital with a lawn-mower.
6. The pupils are writing their examination now.
7. Some boys played baseball last week.
8. An angry boy was stamping on the floor.
9. It was thundering a few days ago.
10. Some boys were planting potatoes two or three weeks ago.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

## II.

Write the following sentences, changing the latter clause into the negative form:

1. A lady visited the Institution and she came into this room.
2. A man fished in the bay and he caught some fish.
3. A boy saw a bird's nest and he stole the eggs out of it.
4. A girl went out of the room and shut the door.
5. A boy bought a lot of candies and he gave some of them to his sister.
6. A boy chased a squirrel and he killed it.
7. A girl cut her finger and she cried.
8. Miss James was sick and she went to bed.
9. A gentleman met a lady and shook hands with her.
10. A girl made some lemonade and she gave some of it to Miss Dempsey.

## III.

Write the following sentences, changing *that* to *about*:

1. Mr. Coleman told a boy that he saw a large steamer on the bay.
2. Nettie told Rose that she got a letter from home last week.
3. Joseph told Pearl that he went to Belleville last Saturday.
4. Mr. Forrester told us that he shot a bear a few years ago.
5. Mr. Stewart told us that a girl killed a baby in Toronto.

6. Miss Bates told Miss Ross that a little girl was very sick.
7. Some girls told me that they went for a walk to the cemetery.
8. The nurse told Mr. Mathison that a boy fell down and broke his arm.
9. I heard that some boys stole a stove out of Mr. Wheeler's boat-house.
10. A boy told a girl that he found a bird's nest in the grass.

## IV.

Write the opposite of: Came, shut, lost, drop, into, from, on, above, behind, yes, bought, sweet, large, slow, rich, dear, obedient, dull, sick, hard, intelligent, weak, young, new, dead.

## V.

Write the past of: Stand, fly, go, is writing, see, saw, has, are playing, find, meet, think, wear, cut, buy, study, am talking, drive, have, lose, sell, teach, drink, forget, leave, carry.

## VI.

Change the following verbs into the corresponding negative form: Gave, writes, sew, went, obeyed, was studying, walks, stand, to go, must come, can run, sees, rode, play, is talking, put, loves, bought, to work, am looking, curls, wash, teaches, drove, break.

## VII.

Write 15 nouns, 15 verbs, 15 adjectives, 15 prepositions, 15 pronouns.

## THIRD GRADE PUPILS.—SENIORS.

*Mental Arithmetic.*

1. Simplify  $8 \times 8 + 8 - 2 \times 5 + 6$ .
2. "  $12 \times 12 + 6 \times 3 + 8$ .
3. "  $6 \times 9 + 4 - 8 \times 6 + 7 - 5$ .
4. "  $7 \times 3 + 4 \times 6 + 8 - 4$ .
5. "  $\$2 \times 3 - 75c$ .
6. A woman had 17 hens. She killed 10 of them. How much are the rest worth at 25c. each?
7. James had \$16 and he bought 3 books at \$3 each. How much money had he left?
8. Henry earned \$1.10 a day and spent 50c. a day. How much did he save in 7 days?
9. I paid \$3.50 for a pair of boots and \$1.25 for a pair of gloves. How much more did I pay for the boots than for the gloves?

10. A merchant bought 9 hats at \$2.50 each and sold them for \$24.50. How much did he gain?
11. John bought 4 oranges at 5c. each, and some candies for 45c. How much more did he pay for the candies than for the oranges?
12. A boy bought 3 lead-pencils at 4c. each, and 2 other lead-pencils at 5c. each. He sold all of them at 5c. each. How much did he gain?
13. James bought 3 scribbling books at 2c. each and 4 other scribbling books at 3c. each. He sold all of them for 25c. How much did he gain?
14. How many more wheels have 3 buggies than 4 bicycles?
15. Mary had 8 stamps. Jane had 4 times as many as Mary less 3 stamps. How many stamps had Jane?

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Written Arithmetic.*

1. Find the omitted addend:

743586

209753

.....

522903

584762

723998

357862

473954

682073

---

5196495

---

2. Add the following numbers and prove your work by subtracting each addend from the sum:

74968

32705

68403

72569

38275

40732

89685

3. Multiply 782906 by 8742 and prove your work.
4. An agent bought 145 books at \$3 each and sold them for \$362.50. How much did he lose?
5. A grain merchant bought 5070 bushels of oats at 39c. a bushel. He paid \$1879.64 in cash. How much has he yet to pay?
6. A woman bought 16 yards of cloth at 28c. a yard and 19 pounds of butter at 21c. a pound. (a) How much more did she pay for the cloth than for the butter? (b) How much did she pay for both?
7. A drover bought 25 cows at \$27.50 each and sold them at \$35 each. How much did he gain?
8. Mr. Smith bought 12 pigs at \$15.20 each; 18 pigs at \$14.75 each, and 16 pigs at \$15.72 each. He sold all of them at \$16 each. How much did he gain?
9. A man's farm was 1425 yards long and 742 yards wide. He built a board fence 6 boards high around it. How many yards of boards did he use?
10. A farmer sold 14 cows at \$37.50 each. With the money he bought 6 horses at \$75 each. How much money had he left?
11. A grocer bought 50 pounds of tea at 30c. a pound; 60 pounds at 35c. a pound, and 75 pounds at 32c. a pound. He sold 145 pounds of it at 36c. a pound and the rest of it at 34c. a pound. How much did he gain?

12. Mr. Jones bought 54 acres of land at \$75 an acre. Mr. Smith bought 47 acres of land at \$85.50 an acre.
- (a) How many acres did both buy?
- (b) How many more acres did Mr. Jones buy than Mr. Smith?
- (c) How much more did Mr. Smith pay an acre than Mr. Jones?
- (d) How much did both together pay for their land?
- (e) How much more did Mr. Jones pay for his land than Mr. Smith?

*Incorporation.*

Incorporate the following words into sentences:

1. Some of it.
2. Some of them.
3. Often.
4. Never.
5. Every day.
6. No.
7. Sleepy.
8. More untidy.
9. Each.
10. Every.
11. Either.
12. Neither.
13. Both.
14. Sometimes.
15. Not any.
16. A pair of.
17. Her gloves.
18. Are not writing.
19. Uglier.
20. Much.
21. A lot of.
22. Her.
23. Its.
24. Him.
25. Me.
26. A few.
27. Have.
28. Permitted.
29. To-day.
30. In a few weeks.
31. Saw.
32. Youngest.
33. Perhaps.
34. Swept.
35. Broke.
36. Went.
37. Came.
38. Rained.
39. Cannot climb.
40. Will not go.

*Miscellaneous Questions.*

1. When will your next birthday be? How old will you be then?
2. How did you come to the Institution last fall? Why did you come here?
3. Where is your home? Is it east or west of here? What kind of house do you live in at home?



## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Miscellaneous Questions.—Con.*

4. Is your dormitory a large room? How many beds are there in it?
5. In which room do you eat your meals? Is it as large as your dormitory? Did you ever eat your dinner in this class-room?
6. How many windows are there in this Institution? What is a window for?
7. How many teachers are there in this Institution? How many teachers are there in this class-room?
8. Did you ever write a letter to your friends at home? How much does a postage stamp for a letter to your home cost?
9. Did you ever lose any money? Have you any money in your pocket now?
10. How many electric lamps have we in this class-room? How can we light them? When do we light them?
11. Whose birthday was Victoria Day? When is our King's birthday? In what month does your birthday always come?
12. Do you sleep well at night? Who sleeps near you?
13. How many seasons are there in a year? How many months are there in each season? In which season do we have much snow?
14. When will you go home? Who do you think will meet you when you get home?
15. In which month does New Year's Day always come? When is New Year's Day?
16. What church do your parents attend? Is it far from your home to the church? Did you go to church when you were at home last summer?
17. How many horns has a cow? Did you ever see a sheep that had horns?
18. Is there a clock in this class-room? What is a clock for? What do I carry in my pocket to tell the time with?
19. What are trees good for?
20. Tell me the names of some wild animals.

*Elliptical Sentences.*

1. A little girl's father ..... here to see her. He gave ..... orange to her and she .....him for it.
2. There are ..... slate-pencils in a box in the large desk.
3. I think.....pupil in the Institution will be glad to go home on the..... of June.
4. .... of the boys in this class-room have hats on their heads now.

5. The boys wore ..... caps .....over-coats when they were shovelling snow last winter.
6. I do not know who is the ..... man in the world.
7. I saw a cat watching a bird. It tried to catch ..... but it flew away.
8. Three men and a lady were in a store. .... men was selling some things to ..... and the other men were talking to each other.
9. I met a poor man a few days ago. He had not ..... money. I was sorry for him and I ..... him ten cents.
10. A book is not as ..... as a piece of paper.
11. Henry got a ..... photograph from his sister. He was very glad to get it. He will thank her for ..... when he writes a letter ..... her.
12. A little girl told me that she expects ..... her father ..... mother to meet her when she goes home.
13. A boy found a hen's nest in a hay-mow in the barn. There ..... five eggs in it. He put ..... in his hat and carried them into the house.
14. There.....two electric-lights in this class-room. They ..... burning now.

*Artisans.*

1. Who teaches shoemaking, carpentering and barbering here?
2. Who makes bread? What is it made of? What is it called before it is baked?
3. What does a blacksmith do? What is the room in which he works called? What does he work with?
4. Who make clothes for men and boys? Who make clothes for women and girls? What are clothes made of?
5. What is a farm? What does a farmer do?
6. Who takes care of a garden? Name some tools which he uses. Name some kinds of flowers.
7. With what does a farmer generally reap his grain? What does he clean it with? Name some kinds of grain.
8. What are couches, sofas, and bedsteads used for? Who make them?
9. What is food? How is it cooked? What is the room in which food is cooked called? Name some kinds of food.
10. Who uses saws, planes, augers and hammers. What are they used for?
11. What does a butcher do? What is the room in which he sells meat called?

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Artisans.—Con.*

12. Who build stables and barns? What are they used for?
13. Name some tools which a cabinet-maker uses.
14. Name some kinds of cloth for men's and boys' clothes.
15. What are chairs, dressers, and tables made of? What are they used for?
16. Who uses flour? What is it made from?
17. What are newspapers printed on? Where are they printed? What does a printer use?

*Geography.*

1. What is geography?
2. Of what does the surface of the earth consist? Name some of the land divisions of the earth. Name some of the water divisions.
3. On which continent do we live? In which country do we live? In which province do we live?
4. Who is Earl Grey? Where does he live?
5. Where is Canada? Where is the United States? Name four large lakes between Canada and the United States. Which of them is near here? What is a lake?
6. What is a sea? Is a sea as large as a lake?
7. What is a bay? What bay is near here? What lake is it a part of?
8. Name the continents in the Eastern Hemisphere.
9. What is an ocean? Which of the oceans is not in the Western Hemisphere? What ocean is west of this continent?
10. What are the people who live in Canada called?
11. What is a canal? What canal is near here? About how far is it from here? What does it connect?
12. What is a harbor? Name four harbors near here.

13. What is a pond? Is a lake as large as a pond?
14. What is the capital of Canada? What is the capital of Ontario? Name some of the cities in Ontario. What is a city?
15. Who is our king? What empire does he rule over?
16. Who is the Premier of Canada? Who is the Premier of Ontario?
17. What is a town? What town is about ten miles from here?
18. Which is the largest city in the world? Which is the largest city in Canada?
19. What is an island? Which is the largest island in the world? To whom does it belong? In which hemisphere is it?
20. Define a cape, a strait, a stream, a hill, a swamp, a valley, a coast, a continent.

*Language Exercise.*

Mary saw a dog on the road when she was going to the city last Saturday. She was afraid of it.

Re-write the above making the following changes:

- (1) Change "Mary" to "John."
- (2) Change "Mary" to "Mary and John."
- (3) Change "a" to "two."
- (4) Change "last Saturday" to "next Saturday."
- (5) Change "Mary" to "Mary and I."

*Asking Questions.*

1. Ask ten general questions.
2. Write ten requests.
3. Ask five questions about "A Dog."

*Miscellaneous.*

1. Write some news.
2. Write our National Anthem.
3. Write The Lord's Prayer.
4. Describe the picture about "The Blacksmiths."

## FOURTH GRADE PUPILS.

*Mental Arithmetic.*

1. How many months in 9 years and a half?
2. There are 63 sheep and pigs in a field. 29 of them are sheep. How many more pigs than sheep?
3. How many pigs?
4. A boy sold 4 pairs of chickens at 85c. per pair. He received a four-dollar bill in payment. How many chickens did he sell?
5. How much did he get for them?
6. How much change did he give?
7. A boy pays 9c. for each meal and 40c. for his bed for a week. How much does his bed cost in a month?
8. How much does his meals cost in two days?
9. How much do they cost in a week?
10. How much does he spend in a week?
11. How many more meals will you eat until you go home?
12. How many meals have you eaten this month?

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Mental Arithmetic.—Con.*

13. A boy bought 3 dozen and a half bananas for half a dollar and sold them at 2c. apiece. How many bananas did he buy?
14. How much did he get for five?
15. How much did all cost?
16. How much did he get for all?
17. Find his gain or loss.
18. A girl paid 90c. for a straw hat and veil. The hat cost 65c. How much less did the veil cost than the hat?
19. How much did the veil cost?
20. How many minutes in four hours and three quarters?
21. A woman had 9 fowls and she raised six times as many plus 5. How many had she then?
22. How many did she raise?
23. How many had she at first?
24. A boy paid 43c. for a cap and 16c. less for a pair of braces. He gave the clerk 45c. How much change did he get?
25. How much did the braces cost?
26. How much did he spend?
27. James is 18 years old. When was he born?
28. A boy has a dime, a quarter and four cents. How much must he earn to have half a dollar?
29. How many more minutes in an hour than hours in a day?
30. How many more fingers than thumbs have nine boys?

*Slate Arithmetic.*

1. A man gets a salary of \$69.00 per month. He pays \$9.00 per month for rent, \$14.00 monthly for clothes, \$4.65 weekly for groceries, \$6.90 monthly for fuel, \$2.40 weekly for meat, and \$7.25 monthly for other things.
  - (a) How much can he save yearly?
  - (b) How much does he earn yearly?
  - (c) How much does he spend yearly?
  - (d) How much does he pay for rent in half a year?
2. A drover bought 13 sheep and a yoke of oxen for \$296.00. He paid \$10.95 each for the sheep. How much did the oxen cost?
  - (a) How much did all the sheep cost?
  - (b) How many oxen did he buy?
  - (c) How many animals did he buy?
  - (d) How much did four sheep cost?
3. A dry-goods merchant bought 9 webs of cloth, each measuring 38 yards at \$15.00 per web, and sold at 46c. per yard.
  - (a) Find his gain or loss.
  - (b) How many yards did he buy?
  - (c) How much did he get for all?
  - (d) How much did all cost?
  - (e) How much did one web measure?

- (f) How much did one web cost?
  - (g) How much did he get for one web?
  - (h) How much did he gain or lose on one web?
  - (i) Why did he gain or lose?
4. What will it cost for bread from Feb. 9th to Nov. 14th, taking 8 loaves a day at 12c. per loaf?
  - (b) How many days?
  - (c) How many loaves?
  - (d) How much will it cost in Feb.?
  - (e) How many loaves will it take in Nov.?
5. A drover bought 14 head of cattle at \$17.00 per head, 16 others at \$18.00 per head, and 14 others for \$265.00. He sold the whole lot at \$19.00 per head.
  - (a) Find his gain or loss.
  - (b) How many cattle did he buy?
  - (c) How much did all cost?
  - (d) How much did he get for all?
  - (e) How much did he get for five?
6. How many seconds in April?
7. A farmer's wife sold 7 pairs of ducks at 98c. per pair, 9 rolls of butter each weighing 5 lbs. at 18c. per lb., 8 cakes of lard, each weighing 6 lbs. at 11c. per lb., and a turkey for a dollar and a quarter. She received in payment a hat for two dollars and a half, a parasol for 78c. less than the hat, a jacket for as much as the hat and the parasol together, three pairs of gloves at 35c. per pair, and the balance in cash.
  - (a) How much money did she get?
  - (b) How much did she get altogether?
  - (c) How much did she get in trade?
  - (d) How many fowls did she sell?
  - (e) How many lbs. of lard did she sell?
  - (f) How much did she get for one roll of butter?
8. Express in Roman numerals: 986, 640 and 1905.  
Express in figures: XCIX, CMLV and CDLX.
9. A man has nine thousand and forty dollars. He gives three hundred and five dollars and six cents to each of his seven children and to his wife as much as three children.
  - (a) How much has he left?
  - (b) How much do all the children get?
  - (c) How much does his wife get?
  - (d) How much does he give away altogether?
  - (e) How much has he at first?
10. A and B started to walk toward each other, the former going 28 miles a day, and the latter 23 miles a day. After walking 6 days they met.
  - (a) How far apart were they?
  - (b) How far did they go in one day?
  - (c) How far did each go?



## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Geography.*

1. Give four divisions of land and three of water.
2. What is land nearly and entirely surrounded by water?
3. Define an ocean, and name the largest.
4. What oceans are west and east of Africa?
5. What continent is this and what oceans are west, east and north of it?
6. What is low, wet land called?
7. Define a river and name one.
8. Give the continents in the Eastern Hemisphere.
9. Name the countries in North America.
10. What country is this and what is its capital?
11. How many provinces in Canada and name them?
12. How is Canada bounded on the south and west?
13. How many cities in Ontario, and name those east of here?
14. Name the most western province. Where is Niagara river?
16. How are Lake Michigan and Lake Huron connected?
17. Give the county town of each of the following: Simcoe, Dufferin, Algoma, Leeds, Durham, Frontenac, Haldimand, Essex, Nipissing, and Bruce.
18. In what county is each of the following: London, Orangeville, Owen Sound, L'Orignal, Milton, Hamilton, Goderich, Picton, Lindsay, and Ottawa?
19. Give the peninsulas in Ontario.
20. Name the counties on Lake Erie.

*Miscellaneous Questions.*

1. By whom are you taught?
2. Why do you come to school?
3. What are you learning?
4. How many marks did you get in the last paper?
5. What is the name of the paper published here?
6. How often is it published?
7. What is the price of it?
8. Name the two chief newspapers of Ontario.
9. How often are they published?
10. Give the two chief railways of Canada.
11. How many senses are there, and name them?
12. How many kinds of words are there, and name them?
13. Give three adverbs and four pronouns.
14. What are the people living in England, Scotland, Ireland, France and Italy called?

17a E.

15. What are many bees, dogs, birds, horses, and people together called?
16. What is animal food?
17. What is vegetable food?
18. How are meat, milk, bread, potatoes, wood and coal sold?
19. What is the price of eggs now?
20. How much does butter cost?
21. What is the price of milk?
22. How are paper and envelopes sold?
23. How many pounds in a ton?
24. Why is the horse called a beast of burden?
25. What is a beast of prey, and name one?

*Language.*

1. Ask and answer twelve questions.
2. Twelve items of news.

*Incorporation.**Words.*

1. Namely.
2. Steadily.
3. Heartily.
4. Except.
5. Until.
6. Since.
7. Do so.
8. Postponed.
9. Has invited.
10. None.

*Phrases.*

1. By and by.
2. Not sure.
3. Lots of.
4. Her own fault.
5. Pay attention.
6. At a distance.
7. At hand.
8. Take pains.
9. In memory of.
10. A sign of.

*Composition.*

Write a letter to a friend.  
Give an account of Saturday, Sunday or Monday.  
Describe a picture.

*Grammatical Exercises.**Change to the Passive Voice.*

1. We must write our lessons thoughtfully.
2. A boy sprained his ankle a few days ago.
3. The birds have built their nests on the trees.
4. Niagara River connects Lake Erie and Lake Ontario.
5. He has caught a string of fish.
6. People do not shoot deer now.
7. Perhaps we will have an excursion after the examinations.
8. She can make a dress for herself.

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

Change to the Present, Perfect and Future.

1. The wind blew the trees last week.
2. A cat caught a mouse, teased, killed and ate it.
3. Mr. Balis said grace at dinner.
4. A farmer shot two weasels in his barn a few days ago.
5. Somebody stole a stove out of Mr. Wheeler's boat-house.
6. I saw the waves and white-caps on the bay lately.
7. A lady made ham sandwiches for a picnic last summer.
8. Dr. Goldsmith gave some medicine to a sick girl a week ago.

Change to Plural.

1. He has eaten his breakfast and will eat his dinner soon.
2. A small stream is called a creek, brook, rill or rivulet.
3. I saw a girl's book on the floor.
4. A little child falls downstairs but does not hurt itself.
5. A boy plays ball with another one.
6. She lends a book to another girl.
7. An isthmus connects land but a strait connects water.
8. A child goes an errand for its mother.

Give the opposite of: Wide, deep, dear, always, freezing, give, scold, forget, in front of, and above.

Give the Past-Participle of: Am, have, give, take, throw, steal, invite, seek, tear and kneel.

Give the corresponding adverbs for: Easy, pretty, awkward, clumsy, heavy, late, beautiful, hearty, careful and careless.

*Elliptical Sentences.*

1. A girl lost her book ..... , looked for it ..... but could not find it.....
2. We go to school every day.....Saturday and Sunday.
3. There are four seasons..... spring, summer, autumn and winter.
4. A girl broke a cup and Miss Ross told her to.....
5. We must ..... in school.
6. The girls ..... to the city lately and perhaps they..... again before they go home.

*Time Lesson.*

1. What is the face of a clock called?
2. What is the short hand called?
3. What is meant by A.M. and P.M.?
4. What are noon and midnight?
5. How many minutes in three-quarters of an hour?
6. How many hours in half a day?
7. Name the longest and shortest days.
8. Where and when does the sun rise and set?

Six questions describing the time.

## FIFTH GRADE PUPILS.

*Mental Arithmetic.*

1. A carpenter earns 12 dollars a week. How long will it take him to earn 72 dollars?
2. A box contains 3 bushels. How many boxes will hold 36 bushels?
3. When flour is 7 dollars a barrel, how many barrels can I get for 63 dollars?
4. If 4 sheep cost \$16, what will 9 sheep cost?
5. If 4 men earn 12 dollars a day, what will 7 men earn?
6. A house was bought for \$1,200, and sold for \$1,500. The gain was shared by 6 persons. How much did each one get?
7. At 15 cents a yard how much calico could I buy for 300 cents?
8. I paid 32 dollars for 8 cords of wood. How much was that a cord?
9. One man can dig a ditch in 66 days. How long would it take 6 men to dig it?
10. If four horses eat 12 tons of hay in 8 months, how many tons will 5 horses eat in the same time?

*Practical Arithmetic.*

1. Willie bought 8 chickens at 14 cents each, and sold them to gain 24 cents on all. How much did he get for each?
2. How many pairs of stockings at 9 cents a pair should be given for 3 geese at 63c. each?
3. A man bought 4368 eggs at 15 cents a dozen. What did they cost him?
4. If 15 men earned \$116.10 a week, how much did each man earn per day?
5. How many cows worth \$28 apiece should be given for 17 horses at \$112 each?
6. A man sold 7 cows at \$57 each, and 23 pigs at \$7 each. With the money received he bought 28 sheep. What was the price of each sheep?
7. Find the value of 1800 pounds of wheat at 86 cents a bushel, 850 pounds of oats at 34 cents a bushel, and 480 pounds of barley at 67 cents a bushel.
8. A miller put 125 barrels of flour into some 25-pound bags. How many bags did he use?

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Practical Arithmetic.—Con*

9. When barley is worth 75 cents a bushel, a man exchanges 25 bushels for 5 pigs. How much less than \$5.00 was each pig worth?
10. If 24 cows cost 552 dollars, how much would 17 cows cost?

*Grammatical Exercises.*

## (a) Incorporation.

Very tired, handsomest, very smart, not very well, wise, sorry, proud, tough, a long time ago, swiftly, get ready, soundly.

## (b) Change to Passive Voice:—

1. Men dig salt out of salt-mines.
2. Men also get salt from sea-water and salt-wells.
3. We use salt to season and preserve food.
4. Chemists make medicine from salt.
5. I put salt on snow to melt it.

## (c) Change to Active Voice.

1. Sugar is made by men from sugar-cane, sugar-beets, and maple sap.
2. Rubber is obtained by Indians from the sap of rubber trees.
3. Much ivory is got from the trunks of elephants by hunters.
4. Ink is made by chemists from iron, acids and nut-galls.
5. Medicine is made by chemists from the stomachs of swine.

## (d) Ask three questions each with "Why," "When," "Who."

## (e) Write ten lines of news.

*Miscellaneous Questions.*

1. Name some common metals.
2. Which is the most useful and plentiful metal?
3. What is cast-iron? Names.
4. What is wrought-iron? Names.
5. What is steel? Names.
6. What is farming?
7. What do farmers work with?
8. What is an orchard? A forest?
9. Name some Canadian forest trees.
10. How large is a cord of wood?
11. From what plants is cloth made?
12. Name some things made of linen.
13. What is clothing made of?
14. What is money made of?

15. Name the Canadian money?
16. How much is a hundred-weight, a ton, a barrel of flour, a barrel of pork?
17. What does a bushel of wheat, oats, barley or corn weigh?
18. What grains grow in Canada?
19. Where does most wheat grow?
20. What is a calm, cyclone, rain, snow, ice?
21. Where does tea grow? Coffee.
22. Where does flax and wool come from?
23. Where do we get salt?
24. Where do we get cork?
25. Where do we get indiarubber?
26. What animals give us furs?
27. What does liquor do to men?
28. Is it healthy to drink much liquor?
29. What will May 24th be?
30. What will you do on June 21st? How'll you feel?

*Geography.*

1. What and where is Canada?
2. Bound Canada?
3. What is the population of Canada?
4. What is the capital of Canada?
5. What mountains in Canada, and where are they?
6. Name 6 cities in Canada outside of Ontario.
7. Name 4 large lakes in Canada.
8. Name 4 large rivers in Canada.
9. What lakes and rivers separate Canada from the United States?
10. Name the Maritime Provinces, and why are they so called?
11. Name the provinces and their capitals.
12. What is the commercial metropolis of Canada?
13. Who is the Premier of Canada? Governor-General?
14. What is said about Ontario?
15. What is the population of Ontario?
16. What separates Ontario from Quebec?
17. What does Ontario produce?
18. Name some fruits of Ontario.
19. What large towns in Ontario?
20. Name the cities in Ontario.
21. Name some mineral products of Ontario.
22. Name 6 large rivers in Ontario.
23. Where are (1) The Sault Ste. Marie, (2) The Welland, (3) The Murray, and (4) The Rideau Canals?
24. Name the chief bays around Ontario.
25. What is the capital of Ontario?
26. What is a Parliament?
27. Who are Premier, Provincial Secretary, and Minister of Education of Ontario?



TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Natural History.*

1. What is Natural History? What is "Nature?"
2. How is Natural History divided? Names.
3. What belong to the three kingdoms?
4. What kingdom do we belong to?
5. How do we differ from other animals?
6. What are domestic animals?
7. What are carnivorous, graminivorous, and ruminant animals?
8. What are beasts and birds of prey?
9. What are cattle? What are cattle usually called?
10. Which is the best beef?
11. What are mutton and tallow?
12. What are butter and cheese made of?
13. Who take care of sheep? Where are sheep kept?
14. What is swine's flesh called?
15. What are male, female, and young swine called?

16. What is the lion called and why?
17. What are rodents? Name a few rodents.
18. What are aquatic birds? Name some.
19. What do we call male and young ducks?
20. What do we call male and young geese?
21. What two kinds of fish are there?
22. Name some fresh and salt-water fish.
23. What are reptiles? Name some.
24. Which are the largest and strongest reptiles?
25. Name 6 classes of animals.
26. Name some winged insects?
27. Name some wingless insects.
28. What are insects?
29. Which is the largest quadruped?
30. Which is the largest animal?

*Composition on Selected Subject.*

## SIXTH GRADE PUPILS.

*Geography.*

1. When and by what Act was Confederation formed?
2. Name the Provinces first federated.
3. When was Manitoba admitted into the Dominion? British Columbia? Prince Edward Island?
4. What two new Provinces are soon to be created?
5. What is understood by the "Banner" Province? What was its former name? What and where is its capital?
6. For what is Ontario noted?
7. What is meant by Lower Canada?
8. For what is Montreal noted?
9. Name the Maritime Provinces, stating how the inhabitants are chiefly employed.
10. Name two large rivers of Canada, two islands, two canals, two railways.
11. What and where are the following: Bruce, Chaleur, Dawson, Pelee, Saguenay, Bras d'Or?
12. What day do we keep in honor of Confederation?
13. What is the population of Canada? The area?
14. What about the soil, scenery and climate?

*Canadian History.*

1. What is Canada? Where is it? Who discovered it?
2. What country occupies the other half of North America? When was this continent discovered? What countryman was Columbus?
3. Since when has Canada been a British colony? By what treaty was it permanently ceded?
4. When was the Battle of the Plains fought? Who were the contending generals? Who won?
5. When was the Constitutional Act passed? What was it for?
6. When did the First Parliament of Upper Canada meet? What was one of its first acts?
7. When and by whom was Quebec founded? Montreal? Kingston? London?
8. Who was Donnacona? Kirke? Brock? Laura Secord?
9. When had we war with the United States? What caused it? Name two battlefields of that war. How long did it last? By what treaty was it concluded?
10. When was the Canadian Rebellion? What did the people want? By what Bill was Responsible Government granted? What city became the capital after the union?
11. When was Queen Victoria born? How long did she rule? When did she die?
12. When was King Edward in Canada? Why did he come here? Over how many people does he rule? What is he often called?
13. Are you proud to be a Canadian? Say why.

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Natural History.*

1. Name the three kingdoms in nature.
2. What do you call bodies which have life? No life?
3. Which is the noblest work of God? How so?
4. How many senses has man generally? Name them.
5. How many species of known animals are there? Of birds? Of insects?
6. Name the king of beasts, of birds, the largest land animal, water.
7. What animal lows? Bleats? Howls? Roars? Trumpets?
8. Name a flower, a fruit, a mineral, a tree, an insect, a fish.
9. What bird hoots? Cooes? Screeches? Caws? Crows? Gobbles? Chucks?
10. Name an amphibious animal, a beast of prey, a ruminant quadruped, a talking bird?
11. What has the Creator shown in all His works?
12. How can man prove his gratitude for God's special benefits to him?

*Mental Arithmetic.*

1. If 4 lbs. of meat cost 48c., what will 9 lbs. cost?
2. A gallon of maple syrup is worth 80c. What is that a pint?
3. Two boys caught 30 fish. One caught 6 less than the other. Each?
4. Mary spoke twice in 15 minutes. How often in one hour?
5. I gave two boys 50c. Each time one got 2c. the other received 3c. How much had each?
6. What will half a barrel of flour be worth at 3c. the pound?
7. How many steps of 2 ft. each in 100 yards?
8. Two men earned \$60. One earned 4 times as much as the other. Each?
9. A sheep cost \$10, a cow twice that and a horse five times as much as the cow. All?
10. John has 3 brothers and 5 sisters. How many children in his family?
11. How many quires in 72 sheets of paper?
12. After spending half of his money, Willie had \$1.50 left. How much had he at first?

*Written Arithmetic.*

1. \$19.50 bought 3 tons of coal. How much is that for 36 tons 1,000 lbs.?
2. A man's salary is \$1,180 a year. He spends \$16 a week. How much does he save in two years?
3. A man sold 288 sheep for \$2,520, by which price he gained \$2 on each. What did one sheep cost?

4. How many telegraph poles are there in 70 miles of line, the poles being 4 rods apart?
5. A grocer paid \$49.50 for two barrels of molasses and found that the cost was 8c. a pint. How many gallons were in each barrel?
6. A case containing 36 doz. oranges was bought for \$7.20, and sold at the rate of 8 oranges for 22c. How much was gained on it?

*Temperance.*

1. What is temperance in all things called?
2. If a man drinks what will be the result?
3. Name a strong drink, a malted liquor, a natural beverage.
4. Why do we teach temperance to you?
5. What is the effect of alcohol on the system?
6. What does Solomon say of drink?
7. Have we Prohibition in Canada? What is Prohibition?
8. If you had a friend who drank, what would you say to him?
9. What is said of the Ancient Romans?
10. Where, when and on what occasions was wine used at first?
11. Do you think you will ever acquire the habit of drinking?
12. Whom will God assist?

*Incorporation.*

Carefully, particularly, anywhere, nowhere, for it, to them, however, nevertheless, of whom, of which, too much, too little.

*General Conversation.*

1. How has your health been this term?
2. How do you think you have done?
3. What were your subjects of study?
4. Why did you not go to a Public School?
5. When was this Institution founded? How is it supported? Who is the Minister in charge?
6. How many Institutions for the deaf are there in Canada? Where are they located?
7. How do you express your thoughts?
8. What alphabet do we use here? Who invented the Manual alphabet?
9. When one uses correct language, what do we say?
10. How many languages are there in the world?
11. By how many people is English spoken?
12. How long does it take a deaf mute to acquire an education?
13. If you met with uneducated mutes of school age, what would you say to them?

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**General Conversation.—Con.*

14. How do you expect to put in your summer?
15. Do you think you will earn money? What should one do with his money?
16. What do you call a man who spends everything? One who will not spend anything?
17. How do you purpose to make your living?
18. Do you like Canada? Give reason. Where did your forefathers come from?
19. Over how many people does King Edward rule? Who represents him in Canada?
20. What is the emblem of our country? Of England? of Ireland? Of Scotland? of France?
21. What country lies to the south of us? Who is their President? What is their population? Their capital?
22. What two countries are still at war? What is the war about?

23. Name the Czar of Russia, the Mikado, a Japanese General, a Russian General.
24. Do you like to see war? Say why.
25. When had we our last trouble in Canada?
26. Was that a civil or a foreign war?
27. When will a country prosper?
28. Name the six great military powers of the world.
29. Which has the largest navy? The second largest?
30. If you had not come to school, could you have answered these questions?
31. Who generally get on in life?
32. If a man drank, would he likely succeed?
33. Where do you intend to live after you are through here?
34. If you answer all this correctly, what will it show?
35. What will you do with your papers?
36. If you pass a good examination, how will your friends feel?
37. To whom must we look for health, and success in all our endeavors?

## SEVENTH GRADE PUPILS.

*Mental Arithmetic.*

1. A lot 2800 feet around is 600 feet wide. How long is it?
2. A lot is 150 feet wide and twice as long. How many feet around it?
3. What part of the year is past at the end of October?
4. What part of a bushel of wheat is 45 lbs?
5. How many days from May 5th to Dominion Day?
6. If 3 eggs cost 4c., what will  $3\frac{3}{4}$  dozen cost?
7. What will  $9\frac{1}{2}$  lbs. of cheese cost at 12c. a pound?
8. What will 12 lbs. of beef cost at 12 $\frac{3}{4}$ c. a pound?
9. If  $3\frac{3}{4}$  lbs. of butter cost 60c., how much is it a pound?
10. If 3 men can cut 48 cords of wood in 8 days, how many cords can 5 men cut in 12 days?
11. A man arrived at home the day before Christmas after an absence of 87 days. When did he leave home?
12. How much can a man earn in the months of May, June and July at \$1.25 a day, deducting 12 Sundays?
13. A boy spent  $4\frac{7}{8}$  of his money and had 9c. left. How much had he at first?
14. How many yards of carpet, 3 feet wide, will be required for a room 30 feet long and 18 feet wide?

15. A man spent  $\frac{1}{4}$  of his money in May,  $\frac{1}{6}$  of it in June, and  $\frac{1}{3}$  of it in July, and had 55c. left. How much had he at first?
16. How many pickets 3 inches wide and set 3 inches apart will be required for a fence around a lot 170 feet long and 130 feet wide?
17. What will 6 lbs. 12 oz. of butter cost at 24c. a pound?
18. Find the value of 3 piles of lumber each containing 1200 boards 10 feet long and 6 inches wide at \$40 a 1000 feet.
19. What will it cost to plaster a ceiling 30 feet long and 18 feet wide at 5c. a square yard?
20. How many revolutions will a wheel 8 feet in circumference make in running  $3\frac{1}{2}$  miles and back?
21. What will it cost to dig a cellar 27 feet long, 15 feet wide and 6 feet deep, at 30c. a cubic yard?
22. How many cords of wood in a pile 80 feet long, 8 feet high and 4 feet wide?
23. A woman had 6 pounds of butter. She sold 4 lbs. at 27 $\frac{1}{2}$ c. a pound, and the balance at 24 $\frac{1}{2}$ c. a pound. How much did she get for all?
24. Draw a line  $11\frac{3}{4}$  inches long, and divide it into two equal lengths, marking the length of each.
25. Draw a line  $10\frac{1}{2}$  inches long and divide it into four equal lengths, marking the length of each.



## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Mental Arithmetic.—Con.*

26. Draw a  $6\frac{3}{4}$  inch square.
27. Draw a parallelogram  $7\frac{1}{4}$  inches long and one-half as wide.

*Slate Arithmetic.*

1. What will the lumber cost for a sidewalk  $2\frac{1}{2}$  miles long and 5 feet wide at \$30 a thousand feet?
2. A railway section is 6 miles long and 99 feet wide. How many acres does it contain?
3. How much would the lumber cost at \$40 a 1000 feet for a 4-board fence along both sides of the above railway section, if the boards are 10 feet long and 6 inches wide?
4. A boy spent 2-5 of his money in May, 4-9 of the remainder in June, 7-10 of the remainder in July, and had 30c. left. How much had he at first?
5. Write and analyze a question to prove the one next above.
6. A bin is 16 feet long, 6 feet wide, and 4 feet deep. How many bushels will it contain?
7. It takes 1236 steps  $2\frac{1}{2}$  feet long to walk around a lot 650 feet wide. How long is it?
8. A man bought  $8\frac{3}{4}$  lbs. of tea at 60c. a pound, 9 lbs. of coffee at  $33\frac{1}{4}$ c. a pound, and sugar at  $3\frac{3}{4}$ c. a pound, paying \$9.15 for all. How many pounds of sugar did he buy?
9. Henry Smith in Belleville, on May 15, 1905, sold a farm to John Brown for \$4800, receiving  $\frac{3}{4}$  of the money down, and taking a note for the balance at 90 days.

Write: (1) A receipt, and (2) the note.

10. What will it cost for gravel at 15c. a cubic yard to gravel a road 9 feet wide for a distance of  $2\frac{1}{4}$  miles if the gravel is put on 6 inches deep?
11. If 6 lbs. 10 oz. of butter cost \$1.59, what will 9 lbs. 4 oz. cost?
12. A cellar 32 feet long and 16 feet wide has 3 inches of water in it. How many gallons of water are in the cellar?
13. Find the total cost of the following: 6 bushels 35 lbs. of wheat at 84c. a bushel; 8 bushels, 17 lbs. of oats at 48c. per bushel; 9 bushels 18 lbs. of barley at 64c. a bushel; 12 bushels 24 lbs. of rye at 49c. a bushel.
14. A room is 45 feet long, 27 feet wide and 12 feet high. What will it cost to plaster the walls and ceiling at 5c. a square yard?
15. Tom alone can do a work in 6 days; Dick alone in 9 days; and Harry alone in 18 days. In what time can they do it if they work together?

16. What will it cost to paper the walls of a room 42 feet long and 27 feet wide, if it is 12 feet high, with paper 18 inches wide at 20c. a roll of 12 yards, deducting 8 strips for doors and windows?
17. Find the value of a crop of wheat cut off a field 847 feet long and 640 feet wide, if the yield is 36 bushels per acre, and the price is 85c. a bushel?
18. What is the rate of speed per hour of a train that passes a telegraph pole every 3 seconds, if the poles are 198 feet apart?

*Language Exercises.**Incorporations, Ellipses, Etc.*

1. .... proposed to ..... to ....., and ..... agreed.
2. .... proposed to ..... to ....., but ..... declined on account of .....
3. .... asked ..... how long it took to ....., and said .....
4. .... broke up .....
5. .... broke down .....
6. .... broke into .....
7. .... broke out of .....
8. .... a letter ..... asking how ..... was getting along .....
9. .... and ..... said that ..... would go if ..... had money enough.
10. .... and ..... said that ..... would have gone if ..... had .....
11. .... asked ..... how long it would be till .....
12. .... asked ..... how long it had been since .....
13. .... if nothing happened to prevent it.
14. A man punished ..... for ..... by .....
15. .... and ..... said "not yet."
16. As soon as .....
17. .... but ..... refused to do it.
18. .... but ..... was disappointed.
19. .... told ..... not to ..... or ..... might .....
20. .... but ..... said that ..... didn't do it.
21. .... would have been ..... if ..... had not .....
22. .... would not have been ..... if ..... had .....
23. .... but ..... was mistaken.
24. If there were no .....

## TEACHERS' EXAMINATION QUESTIONS.—Continued.

*Language Exercises.—Con.*

25. .... and never re-  
turned.
26. .... and never re-  
turned it.
27. ....to prevent.....
28. ....to protect.....  
from .....
29. A woman ..... her baby upon the  
bed, and she ..... down beside it.
30. Some boys were ..... down upon  
the grass watching the masons.....  
brick.
31. A river ..... and overflowed its  
banks.
32. A boy ..... early in the morning  
and ..... the flag.
33. A balloon ..... in the air. (Future).
34. A balloon ..... in the air. (Past).
35. A balloon ..... in the air. (Habit-  
ual).
36. .... in a few days.
37. .... for a few days.
38. .... asked ..... when, and  
..... said..... (Past).
39. .... asked ..... when .....,  
and ..... said ..... (Future).
40. .... asked .....  
when ..... and ..... said.....  
(Habitual).
41. .... and the result was  
that .....
42. .... and the cause was that  
.....
43. .... and ..... said that  
..... didn't have any.
44. .... and ..... said that  
..... didn't have it.
45. .... said that ..... trade was.....  
and ..... learned it in .....
46. .... said no, but ..... would have  
gone if .....
47. .... said yes, ..... would go if  
.....
48. .... asked ..... which  
would rather do; ..... or .....
- I would rather { be —  
go —  
eat —  
see —  
read —  
have —  
live — } than —
56. .... asked ..... why .....  
and ..... said because .....
57. .... asked ..... what .....  
for, ..... and ..... said .....
58. .... says that when .....,  
he ..... (Future).
59. .... says that when she .....,  
she ..... (Past).
60. .... says that when he .....,  
he ..... (Habitual).

61. .... used to ..... but.....  
doesn't do it now.
62. .... didn't use to .....  
but ..... does it now.
63. .... said: "So am I."
64. .... said: "So will I."
65. .... said: "So do I."
66. .... said: "Neither am I."
67. .... said: "Neither do I."
68. .... said: "Neither will I."
69. .... a new one.
70. .... new ones.
71. .... to keep it.
72. .... to take care of it.
73. .... to stop talking.
74. .... stopped to talk.
75. Before ....., he .....
76. After ..... she .....
77. .... before he .....
78. .... after she .....

*Language Exercises.**Changing from Narrative to Colloquial  
Form*

- A man told his son not to walk on the track or he might be killed.
- A boy went into a photographer's rooms and told the photographer that he wanted him to take his photograph. The photographer asked him what size he wanted, and he said that he wanted cabinet size.
- A man told his wife that he was going to Montreal the next day, and asked her if she wanted him to bring her anything, and she said no, she didn't need anything. She asked him when he thought he would return, and he said he thought that he would return the next night.

*Write the following Letter.*

- On the 10th of May, 1905, John Smith in Belleville wrote a letter to his father in Toronto acknowledging the receipt of his letter containing money, which he sent him the day before, and thanked him for it. He said that his health was good and he hoped that his was the same, and that they were all well at home. He said that he was busy preparing for the examination, and he hoped that he would pass well. He said that the time was passing rapidly; and he would soon see them all again. He asked how his little sister was getting along at school. He said that he had no more to add, and he would bring his letter to a close. He told him to give his love to all at home.

TEACHERS' EXAMINATION QUESTIONS.—*Continued.**Changing to Narrative Form.*

1. A boy: "I sold my old bicycle and I bought a new one."

*His mother:* "How much did you get for your old one, and how much did you pay for the new one?"

*The boy:* "I got \$5 for the old one, and I paid \$20 for the new one."

*His mother:* "How do you like your new one?"

*The boy:* "I like it very much. It is a better one than the old one was."

2. *Jones:* "How are you; I am glad to see you. When did you come to town?"

*Smith:* "I am well, thank you. I came last night."

*Jones:* "Did you leave your family well?"

*Smith:* "Yes, they are all well except my youngest son who has a bad cold."

*Jones:* "How long will you be here?"

*Smith:* "I think I will be here till to-morrow."

*Jones:* "I will be glad to have you call and see us before you leave."

*Smith:* "Thank you; I will if I can."

3. Belleville, Ont.,  
May 12th, 1905.

Dear Mother:

I am pleased to write a letter to you to-day. I am glad to inform you that I am well, and I hope that this letter may find you the same. It will not be long till school closes, and I will soon see you all again. I suppose that my father and brothers are busy on the farm now. Did my little sister receive the present I sent her? How is she getting along in school? I hope that you are well of the bad cold you had when you wrote to me last. I have nothing more to add. Give my love to all at home, and keep a large share for yourself.

Your loving son,

JOHN BROWN.

*Change from Active to Passive.*

1. John struck James.
2. A man told his son to go to school.
3. A man took his son to school and told him to be a good boy.
4. A boy asked a policeman what the Judge did to a thief, and he said that he sent him to jail for six months.
5. Some burglars entered a house and stole many valuable articles.
6. If a man had not jerked a boy off the track the train would have run over and killed him.

7. A brass band frightened a horse and it ran away, upset the buggy, threw out a boy and broke his arm.

*Change from Passive to Active.*

1. A cat was chased.
2. A boy's boots were repaired.
3. A girl had her photograph taken.
4. A boy was thrown and his leg was broken.
5. A boy was struck by a base ball and he was badly hurt.
6. A boy was struck by a runaway horse and badly injured. He was carried home by a policeman, and the doctor was sent for.
7. The pupils were asked what should be done to a room if the air in it was foul, and they said that the windows should be raised and the room ventilated.

*Subjects to Write About.*

1. Vacation.
2. History of "Myself."
3. Our Institution.
4. Our country.
5. Our daily work in the Institution.
6. Food.
7. Christmas.
8. A railway trip.
9. King Edward VII.
10. Thanksgiving Day.
11. Good Friday and Easter.

*Miscellaneous Compositions.*

1. An offer.
2. A proposal.
3. A promise.
4. A warning.
5. A threat.
6. A command.
7. A request.
8. An apology.
9. An excuse.
10. A complaint.
11. A rumor.
12. A reprimand.
13. A preference.
14. A punishment.
15. An exclamation of joy.
16. An exclamation of sorrow.
17. A charge and a denial.
18. A cause and a result.

*Letter Writing.*

1. A note to the doctor.
2. A note of invitation.
3. A note accepting an invitation.
4. A note declining an invitation.
5. A note asking information.
6. A note asking advice.



TEACHERS' EXAMINATION QUESTIONS.—*Concluded.**Letter Writing.—Con.*

7. A notice of a meeting.
8. A letter of introduction.
9. A note asking to be met.
10. A letter subscribing for a newspaper.
11. A notice of change of address.
12. A letter of congratulation.
13. A letter of condolence.
14. A letter applying for a situation.
15. A letter of acknowledgment.
16. A letter asking for a certificate of character.

*Canadian History.*

1. What distinguished member of the Royal Family visited Canada in 1860, and what is his rank now?
2. Tell the difference between a civil war and a foreign war, and give an example of each.
3. Give the cause of the war of 1812.
4. Write a note on General Sir Isaac Brock.
5. Write a note on the Duke of Richmond, and tell what progress Canada made during his rule.
6. When and for what purpose was the Earl of Durham sent to Canada?
7. Write a note on Lord Sydenham.
8. What was the cause of the rebellion in 1836-1837?
9. Tell what you know of the Elgin Riots.
10. Write a note on the Fenians.
11. Tell what you know of the Riel Rebellion.
12. What was Ottawa formerly called, and when did it become the capital?
13. What is the form of Government in Canada, and of what does it consist?
14. Where were Canadian soldiers sent to fight three years ago, and what was the result?
15. Mention the names of some prominent men in England and in Canada.

*Geography.*

1. Of what does Great Britain consist?
2. Through what waters would a vessel pass in sailing around Great Britain from London and back?
3. Of what does the British Isles consist?
4. Of what does the British Empire consist?
5. What is the difference between a colony and a dependency?

6. Name the principal British colonies and dependencies throughout the world, and tell where they are.
7. What exports do we send to Great Britain, and what imports do we get in return?
8. Name some chief cities in England, and tell for what they are noted.
9. Name the capital and the chief commercial city in Scotland.
10. How are England and Scotland separated?
11. Name the provinces in Ireland and the chief city in each.
12. How could you go from Belleville to Vancouver, B. C., by an all land route, and how by an all water route?
13. Name the chief American cities that lie on the great lakes.
14. What and where is the capital of the United States?
15. Where are the West Indies, and what are the chief products?
16. Through what waters would a vessel pass in sailing around the world from Montreal and back by way of Gibraltar?
17. What are the chief occupations of the people in South America?
18. From what countries do we get the following: Sugar, tea, rice, molasses, cheese, tobacco, coal, iron, silver, gold, diamonds, dye-woods, spices, cutlery, silk, linen, ivory, and tropical fruits?
19. What two nations are now engaged in war; where are they, and what is the capital of each?
20. What and where are the following: Cuba, the Amazon, Liverpool, the Horn, the Andes, the Thames, the Solway, Yukon, the Golden Gate, Ulster, the Wash, Erie, Chicago, the Mississippi, Belle Isle, Paris, Brazil, the Ottawa?

*Temperance.*

1. What is a drunkard, a moderate drinker, a total abstainer?
2. Which of the above three is it always safest and best to be, and why?
3. What is it in spirituous liquors that makes them injurious?
4. What is alcohol?
5. Name the liquors that contain alcohol.
6. How do spirituous liquors injure the human system?
7. What is it always best and safest to do when invited to take a drink of spirituous liquors?

### THE COMBINED SYSTEM—PURE ORALISM.

In previous reports the characteristics and relative merits of the Pure Oral and Combined Systems of instruction have been fully discussed, and it is needless to traverse the same ground again. The facts are that not twenty per cent. of the deaf can ever learn to articulate with reasonable distinctness by the pure oral or any other method, not ten per cent. ever become successful lip-readers even under the most favorable conditions, and not one in a hundred is able to follow a speaker when addressing a number of people from a platform a short distance away. We regret that this is so, and wish most heartily that it were possible to accomplish what the oralists claim; but there is no use shutting our eyes to demonstrated facts or striving to accomplish impossible feats. No stronger proof of the failure of pure oralism to "restore the deaf to society" is to be found than the testimony of the educated deaf themselves; and it is no exaggeration to say that at least ninety-five per cent. of them, even those educated under the pure oral system, are strongly in favor of the Combined Method—which simply means a method which rejects all faddisms and dreamy idealisms, and which uses all available means with the one practical object in view, of giving to the pupils such intellectual equipment and training as will best fit them to attain the highest degree of prosperity and happiness in life. The attitude of a large majority of the teachers of the deaf on this continent relative to the Combined System is well known and their position has been time and again endorsed with practical unanimity by the educated deaf themselves throughout Canada and the United States. To this testimony I desire to add that of the deaf in Great Britain, as expressed at the Ninth Biennial Congress of the Deaf and Dumb Association, which was held last July. In his opening address the President of the Congress dealt largely with the question of methods of instructing the deaf. He held that the Combined System was the best, and said he would like to see an inquiry by the Board of Education into the practical results of the Oral Method. He did not hesitate to say that in the majority of cases to try to educate all the deaf and dumb by means of the Oral Method was a cruel waste of time; the progress was too mechanical, and such instruction did little to expand the intellect. The public needed to be told that the pupils educated in pure oral schools were by no means "restored to society," but were too often doomed to a greater social isolation than those trained according to the Combined System, which used all methods and rejected none. Subsequently the following series of resolutions were unanimously adopted by the Congress:—

We, the members of the British Deaf and Dumb Association in Congress assembled at Windermere, in the County of Westmoreland, England, this fourth day of July, 1905, while recognizing and appreciating to the full extent all methods of educating the deaf, deplore and condemn the narrow and short-sighted policy pursued by those teachers who seek to educate all deaf children by the Pure Oral Method alone. We are firmly and unalterably in favor of the Combined System, which adapts the method to the pupil, and not the pupil to the method.

We resolve therefore:

"I. That the educated deaf feel it their duty and privilege to discuss and pass judgment upon all questions affecting the education of deaf children, inasmuch as interests vital to their happiness and success in life are involved, and as the adult deaf, by reason of their daily personal experience are the best judges of the success or failure of the method by which they were educated, they feel that they are justly entitled to claim for their well-considered opinion the full weight of authority."

"II. That to those deaf who have never acquired speech through the medium of the ear, speech as represented by the motions of the lips and mouth is a sign language, and that those oral teachers who decry the conventional language of signs and manual alphabet are guilty of an inconsistency."

"III. That the Oral Method, which withholds or discourages the use of the manual alphabet and the language of signs, robs the deaf of their birth-right."

"IV. That those champions of the Oral Method who have been carrying on a warfare, whether openly or secretly, against the use of the language of signs by the deaf are no true friends of the deaf."

"V. That in our unanimous opinion that it is the duty of every teacher of the deaf, no matter what method he or she uses, to have a working command of the manual alphabet and the sign language."

"VI. That it is the opinion of this Congress that the highest educational interests of the deaf require an increased ratio of deaf teachers possessing the requisite intellectual and moral qualifications."

"VII. That the practice of those oral teachers who through deliberate misrepresentation influence the parents of pupils to deprive their children of the benefits of association with their fellows, calls for the severest condemnation, as it is opposed to the true happiness and well being of the deaf."

"VIII. That in view of the persistent policy of ultra-oralists by entertainments and 'living exhibits' to mislead and prejudice the uninitiated public against all other methods, we recommend to the deaf the advisability of holding public entertainments and of circulating such literature as may tend to remove the wrong impressions the public may have formed and which will make manifest the advantages of the combined system over the pure oral method."

"IX. That this Congress extends its greetings and encouragement to our brethren in America and on the Continent who are struggling for a more rational and humane system of education and hopes their noble efforts will be crowned with success and finally

"X. That the spirit which establishes and cultivates fraternal and beneficial organizations of the deaf be encouraged and commended."

#### CONVENTION OF INSTRUCTORS OF THE DEAF.

The seventeenth meeting of the Convention of American Instructors of the Deaf (including Canada) was held at Morganton, N.C., on July 7th to 15th, 1905, and it was a most enjoyable and helpful gathering. I had the pleasure of representing this Institution. This Convention meets every third year, and its purpose is to give those able to attend an opportunity of discussing matters relating to the work of educating the deaf, and endeavor, by an interchange of views and a comparison of experiences, to eliminate or lessen as many as possible of the difficulties peculiar to deaf-mute instruction, and to try to devise, if possible, yet more perfect methods. Among the subjects discussed were the following:—"English from the Beginning," "Foundation Work in Arithmetic," "Technical Training for the Deaf," "Some Fruits of a Long and Rich Experience in the Class-room," "Gardening for the Deaf," "What the Domestic Training of our Girls Should be," "Industrial Training," and many others. It will be seen that the subjects are all of a very practical character, and as the discussions were participated in by many of the most experienced and successful instructors of the deaf on the continent, they cannot fail to prove of very great helpfulness to all who were privileged to hear them; and, as a verbatim report is published, every teacher, whether present or not, will be able to have the benefit of the views advanced and the conclusions arrived at. It would be difficult to overestimate the value and importance of these periodical gatherings of so many teachers of the deaf in elevating their ideals, renewing their zeal, perfecting their methods, giving them a truer estimate of both their opportunities and responsibilities, imbuing them with greater incentives to excel, and infusing in them new inspiration and enthusiasm for the noble work in which they are engaged. High and Public school teachers have frequent opportunity



of exchanging views and discussing methods with teachers from other schools, and no one doubts that they thus gain a broader outlook and a deeper insight into their work, and that increased efficiency must result. This privilege is denied to most teachers of the deaf except on rare occasions, hence special necessity and utility of these triennial conventions. As always happens at these gatherings, the value and necessity of signs was one of the subjects most warmly discussed, and there seemed to be an increased tendency to recognize that they are essential to best improvement and highest welfare of the deaf, a majority of even the pure-oralists admitting that on some occasions and for some purposes signs are helpful and even necessary. The superiority of the Combined or Eclectic System of Education, also, seems to have been so amply demonstrated and to have become so firmly established that it is now scarcely ever questioned, even by those who still adhere to the Pure-Oral System; and on this occasion no effort was made to formally challenge its supremacy as has been done at former conventions.

#### ATTENDANCE AT THE INSTITUTION.

It will be noticed elsewhere in this report that the attendance at this Institution during the current session is somewhat less than that of previous terms. For this there are several reasons. In the first place, there were a number of pupils of low mental capacity that had been allowed to remain here much longer than the regular term, in the hope that their dormant faculties might awaken to greater activity, but in most cases this hope has not been realized. All of these, and a few others who were not capable of benefiting by a longer stay at the Institution, were not allowed to return. In the second place, a larger number of pupils than usual had completed their course in class-rooms and shops, and have now gone out to take their place in the activities of life. We have done for them all that our facilities and opportunities will permit, and we trust that abundant happiness and prosperity will crown all their days. In addition to these, there were, I regret to say, an unusually large number of pupils whom we expected to return, and who should have done so, but who have been kept at home to help their parents. In one or two cases this may have been necessary because of family troubles or afflictions, but in most instances it is quite without justification, and cannot but result in life-long injury to the children. Doubtless the scarcity of laborers and the current high wages have been controlling factors in producing this regrettable result. To these three classes must be added eight pupils whose parents have moved to other provinces, and who, therefore, could not be allowed to return. The losses, forty-eight pupils who were with us last year not being with us this session, due to this unusual combination of circumstances, have been to some extent made good by thirty-six new pupils, but these were not sufficient to bring the attendance up to that of last year. It might be added that for many years the attendance at the Institution was abnormal, because each year, in addition to the natural number of young children who entered school, there was a considerable number of older boys and girls—some of them, in fact, young men and women—who should have come many years before, but for various reasons had not done so. That period in our history is now pretty well past, and from this time on, with some isolated exceptions, the number of new pupils each year may be expected to remain at the normal level. This, for a few years, may result in a smaller average attendance than that of the last decade, but in course of time the rapid growth and development of New Ontario, and the consequent great increase in the population of the Province, will doubtless again bring the attendance up to the utmost limits of the capacity and resources of the Institution.

## INDUSTRIAL DEPARTMENTS.

Our boys and girls who were engaged in the Industrial Departments last session, did very well indeed. In nearly every case, anxiety to improve and make the most of the time in the Departments was quite noticeable, and the progress made, satisfactory.

*Manual Training.*—During the session twelve boys received instruction in this department, all of whom have made good use of their time and profited by the training here afforded. As in previous years it has been the aim of the instruction to secure neat, accurate, well-finished work, and to develop in a very practical way the hand and eye. No pretence is made of teaching carpentry, though teaching the names of tools and their operations, as well as their care and how to use them, forms part of the scheme. Their use is taught in the making of a prepared list of useful articles such as dovetailed boxes, mallets, axe-handles, etc. The class is comprised of first, second, third and fourth year pupils. No matter what occupation the boys are likely to follow hereafter, their experience in the Manual Training Room will help them materially.

*Domestic Science Classes.*—The work generally was satisfactory, keen interest being manifested by the pupils during every lesson. Their conduct was excellent. During the class-work pupils were led to think and decide for themselves. All new work was copied in books to be used for future reference.

The teacher reports as follows:—Class 1. A class of six girls completed the third year's work. During the year the practice work consisted of bread-making, cooking of meats and fowls, making of soups, cooking of vegetables in various ways, and the review of marmalade. Instructions were given in canning of vegetables and fruit, jelly making, cooking of fish, making of hot and cold desserts, ices, pudding sauces, meat and fish sauces, cooking and planning of meals for the sick as well as other useful knowledge in home nursing was taught. These pupils also had practice in laundry work. Class 2. A class of nine girls completed the second year's course, but had fewer practice lessons than formerly. Bread-making, study of meat and cooking of the same, making of cream soups, planning and serving of a dinner, care of kitchen and dining-room were taught. Class 3. A class of eight girls received instructions in the cooking of fresh and dried fruits, cereals, vegetables, cooking of eggs in various ways, combining of milk and eggs as in custards, the cooking of bacon, care of the dining-room, planning and cooking of a breakfast as well as serving it completed their year's work. Class 4. These girls have very little language and have to depend upon their memories. This makes the work very slow for them. During the session two boys from the bake-shop received instruction once a week in cake-making, pastry, fancy rolls, and some simple cooking.

*Sewing Class—Boys.*—Class 1 received instruction once a week, the various stitch forms being received as well as practical work done. These boys kept their coats and vests in repair. The interest manifested was encouraging, while the work done by them was neat. Class 2, a class of small boys, had one lesson a week. In this class the teaching was not uniform, owing to the difference in ability. Those who were ready to advance were allowed to do so. Habits of cleanliness, order and personal neatness were encouraged.

The boys in the printing office, shoeshop, bakery, carpenter shop and barber shop all did well, and some of those who were in these departments last session, who did not return, are filling good positions outside. Three or four who ought to have come back for further instruction, were kept at home, very much to our regret.



### OUR PUBLICITY EFFORT.

Our Publicity Effort of March last, in connection with the Institution for the Blind, gave us an idea of the number of deaf children of school age in the Province whose parents had not made application for their admission here. Ten thousand special circulars and return postal cards were sent to teachers of common, separate and high schools, newspaper editors and others. From them we learned the names and parents' addresses of twenty-six deaf children under seven years of age, eighty-eight from seven to nineteen, over nineteen and no age mentioned, eighteen,—in all one hundred and thirty-two. Application papers and other printed matter concerning the Institution and its advantages were mailed to the parents and a number of the children admitted as pupils this session, nineteen are to come next year and in time others will be sent. We are indebted to all who were appealed to for prompt and kindly responses to our request for information.

### FARM AND GARDEN.

Our farming operations this year are not quite as satisfactory as we could desire. The potato crop on which we rely to a great extent for our needs, was an utter failure and instead of having 800-900 bushels of potatoes as we usually have each year, some forty bags or sixty bushels rewarded our efforts. All through this section on clay land there was a potato rot and we did not escape. Our hay crop was a bountiful one and the oats yielded an unlimited quantity of straw but only a half crop of oats. The root crop such as mangolds, carrots, turnips, etc., gave us good returns. Our general garden truck was less than in former years. Mr. John Moore who was gardener and farmer for nearly ten years, resigned on account of ill health; he was a faithful, industrious and capable man in every respect. Mr. J. Hess filled the place until a few days ago when Mr. Wm. Forge assumed the duties of the position.

### CHANGES IN THE STAFF.

There have been a few changes in our staff during the year. Miss Caroline Gibson, a valued teacher of Articulation and Lip-reading for nine years resigned to be married and the position was filled by the appointment of Miss Agnes A. Gibson, who graduated from the Northampton Institution Normal Department in June last, and who comes to us most highly recommended. Mr. M. J. Madden, owing to the reduction of the number of classes, resigned to go into business in Tennessee, U. S. Mr. G. G. Keith, Supervisor of Boys for a number of years, retired to enjoy a well-earned rest; Mr. W. S. Minns takes his place. Miss M. L. Stratton, hospital nurse, left us for a more lucrative and responsible position in the Butterworth Hospital, Grand Rapids, Michigan, for which she is eminently fitted; she is succeeded by Miss F. E. Bates, who was one of our efficient and stalwart helpers during the trying and serious epidemic here in 1903. Miss A. G. Chisholm is now stenographer and clerk in my office and a most capable assistant she is, in succession to Miss J. Austin who resigned to get married with the best wishes of all with whom she was associated.

### MISCELLANEOUS.

The general health all through the session was very good considering the large number of children in residence. The physician's report refers more particularly to this matter.

The Ontario Deaf-Mute Association, composed principally of graduates of this Institution, will hold its tenth meeting here in June, 1906, in re-



sponse to an invitation extended to the members by the Hon. the Provincial Secretary, then Minister-in-charge, last year.

The clergymen of the city visit the pupils belonging to the various denominations regularly and their ministrations have been very helpful to all concerned. Those on our permanent visiting list are: Rev. Canon Burke; Right Rev. Monseignor Farrelly, V.G.; G. W. Beamish (English Church); Rev. A. H. Drumm; Rev. R. S. Laidlaw, B.A. (Presbyterian Church); Rev. J. P. Wilson; Rev. R. H. Leitch, Rev. Geo. Brown (Methodist); Rev. Father Twomey; Rev. C. H. Emerson (Baptist).

Sir William Mulock, of the Dominion Government, has very kindly opened the Post Office service to capable deaf mute young men and four are now engaged on trial. If they are successful others may secure places later on. The commencing pay is small and a number of our graduates who would have succeeded without a doubt whatever, declined to make application as they were earning from \$10 to \$18 a week in their present avocations.

During the session two deaths occurred, one a little boy about eight years of age named Percy Pierce, of Paris, from a severe attack of tonsilitis to which he was subject before coming to the Institution. The other was a large boy, twenty-two years of age, one of our best young men. He was bathing off the wharf early one morning just before school closed, and must have taken cramps and was drowned. In both these cases the parents were promptly notified and they have the sincere sympathy of all at the Institution in the great loss which they sustained.

Much needed improvements in the buildings were made during the summer, under the direction of the Department of Public Works. A thorough renovation of the chapel would add to its attractiveness. Metal ceilings and new hardwood floors in many places are desirable and necessary. A new and larger steam engine is wanted for the laundry machinery. The conservatory ought to be overhauled and partly rebuilt. A request for the foregoing and other requirements will be submitted to you in the near future.

We had 213 pupils in residence on the 30th of September. The Institution opened on Wednesday, September 20th, and all the children, some from as far west as Sault Ste. Marie, arrived at the Institution safely. Officers and teachers reported promptly and business commenced on the morning of the 21st. A number of parents with new pupils favored us by coming to the Institution with their children. We were extremely glad that they did so as they could see how their children were placed and judge how they are likely to be cared for. We would like the parents of every child in the Institution to visit us at some time or other.

Officers, teachers and employees are all deserving of commendation for duties faithfully performed.

I have the honor to be, Sir,

Your obedient servant,

R. MATHISON,

Sup't and Principal.

#### PHYSICIAN'S REPORT.

Hon. Dr. R. A. PYNE,  
*Minister of Education, Toronto, Ont.*

SIR,—I have the honor to present to you, herewith, the Annual Medical Report of the Ontario Institution for the education of the Deaf and Dumb, Belleville, for the year ending 30th September, 1905.

The session just closed has been a favorable one. While there was considerable sickness every week, yet most of it was of a mild nature so that but little time has been lost from school.

Close watch is kept over every child for the first two or three weeks after school opens, fearing the outbreak of some contagious disease. However, when they get settled down to regular work, sleep, exercise and diet the general health much improves.

Early in many sessions septic sore throat becomes quite prevalent but is quite amenable to treatment and is of short duration. Anæmia, colds, minor accidents, discharging ears, dyspeptic affections and constipation are common diseases of every session.

Several cases of abscess and jaundice and one very severe case of erysipelas occurred during last school term. On the 7th of December, Miss McMillen, a domestic, had an attack of hemiplegia and was sent to our City Hospital but died in a few days. In April three cases of diphtheria occurred and one death, that of Percy Pierce—death came very early from heart failure. We also had four cases of ring worm and one of mumps, but thanks to our facilities for isolation, these diseases were readily cut short. Just as the school was closing a very regrettable and unfortunate accident took place. Contrary to the rules of the Institution, some of the larger boys went bathing very early in the morning and one of them was drowned.

I have the honor to be, Sir,

Your obedient servant,

P. D. GOLDSMITH, M.D., M.R.C.P.

#### EXAMINER'S REPORT—1905.

Hon. Dr. R. A. PYNE,

*Minister of Education, Toronto, Ont.*

SIR,—I have the honor to report as follows, regarding my examination of the Literary Classes of the Ontario Institution for the Deaf and Dumb, Belleville:—

#### *General Scope and Course of Study.*

The Curriculum, or Course of Study, is divided into seven grades. The first grade, or work of the first year embraces the study of the:—

#### *Manual Alphabet.*

*Nouns.* The objects in use in the class room; parts of the body, house furniture; most common animals; names of persons; divisions of time; as day night, morning, evening, noon; directions, as east, west, north, south; natural phenomena, as cloud, hail, snow, rain, etc.

*Number.* Singular and Plural of Nouns taught.

*Adjectives.* Common, as good, bad, old, etc. Color, etc.

Numerals, as one, two, three.

*Conjunction.* "And".

*Pronouns.* 1st, 2nd and 3rd persons, singular.

*Verbs.*—To express simple actions, using the words with which they are familiar.

*Notation.* Counting to 500 by objects.

*Penmanship.*

The *Second Grade* embraces:—

A thorough review of the work of the *First Grade*.

*Substantives.* Articles of furniture, and parts of the body of quadrupeds, birds, fish, etc. Names of articles of every day use.

*Adjectives.* Qualitative, as high, low, beautiful, etc. A, an, the same. Cardinal and Ordinal. Demonstrative, as this, that, etc. Possessive, as my, her, etc. Form and dimension, "a piece of."

*Pronouns.* Personal Pronouns, as taught.

*Verbs.* Actions relating to objects the names of which are known to the pupils. Present, progressive, past tense.

*Grammar Exercises.* Simple and compound actions described.

*Arithmetic.* Simple addition and subtraction—practical examples. Mental addition and subtraction. Express a number consisting of four figures.

The *Third Grade* embraces a study of:—

*Substantives.* The different classes of artisans, the articles made by each, their use, etc.

*Arithmetic.* (Simple). Addition and subtraction, multiplication, tables. Mental addition and subtraction. Miscellaneous Questions.

*Grammatical Exercises and Composition.* Description of Pictures, Questions and Answers by Pupils, Letter Writing. Simple Elliptical Sentences.

*Geography.* Divisions of land and water.

*Adjectives. Verbs and Conjunctions.* (Incorporation). Regular comparisons with "more" and "most". Distributives, each, every, either, neither. Present, Past, Past Progressive and Future Tenses "Or" and "Nor".

*Penmanship.*

The *Fourth Grade* embraces:—

*Arithmetic.* Addition, Subtraction and Multiplication with simple practical examples. Roman Numerals to 1,000. Time Lessons. Mental Addition. Subtraction and Multiplication.

*Language.* Temperance Notes.

Changing from Active to Passive Voice.

Common Verbs.

Object Lessons.

Talks and Stories.

Incorporation of different kinds of words.

Simple Elliptical Sentences.

Letter Writing; questions asked and answered by pupils.

Describing what was done on certain days.

Tenses, Present, Past, Future, Perfect, Present and Past Progressive.

*Geography.* Divisions of land and water, Counties, chief towns in each County. Cities of Ontario.

*Penmanship.*

The *Fifth Grade* embraces:—

*Geography.* Definitions—Divisions of Land and Water reviewed. Province of Ontario, Counties, Cities, County Towns. Chief Towns and Physical features. General Idea of the Dominion of Canada.



*Arithmetic.* Review work completed thoroughly, with Division.

Simple Analysis.

Reduction—Canadian Money.

Mental Arithmetic, Addition, Subtraction, Multiplication and Division.

*Grammatical Exercises, Language Lessons.*

And *Composition.* Pronouns, Adjectives, Adverbs and Common Conjunctions (Incorporation).

Changing from Active to Passive Voice.

Object Lessons.

Natural History.

Miscellaneous Questions.

Temperature and Hygiene.

Letter Writing.

Questions and Answers by pupils.

*Penmanship.*

The *Sixth Grade* embraces the study of:—

*Arithmetic.* Simple Rules, with Practical Examples.

Reduction, Canadian Money, Advoirdupois Weight, Long, Dry, Liquid and Time Measures, and Miscellaneous Table Mental Arithmetic. First four simple rules and analysis.

*Grammatical Exercises and Composition.* Incorporation of different words embracing different parts of speech.

Sweet's Lessons, No. 4.

Temperance Notes.

Letter Writing.

General Conversation.

Object Lessons.

Questions and answers by Pupils.

Dictation in Sign Language to be reproduced in writing.

*Geography.* Definitions.

Divisions of Land and Water.

Dominion of Canada; physical features; exports; where found, and where probably sent; imports, where from.

*Canadian History.* General Events.

*Penmanship.*

The *Seventh Grade* embraces:—

*Arithmetic.* Addition, Subtraction, Multiplication, Division and Analysis of Fractions, Simple Interest, Square and Cube Measure, Promissory Notes, and Accounts.

*Language and Composition.* Incorporation of words and phrases.

Changing from Narrative to Conversational form and vice-versa (using inverted commas).

Changing simple Sentences into Compound and Complex.

Writing Notes and Letters from sign dictation.

Temperance Notes.

Letter Writing.

Reproduction by Dictation and Sign Language.

*Canadian History.* From 1812 to the present time.

*Geography.* The United States, New Mexico, West Indies, Central America, South America and the British Isles.

*Penmanship.*

*Teachers and Their Teaching.*

The staff consists of seventeen teachers, nine ladies and eight gentlemen, all highly qualified, specially trained and thoroughly competent for their work. They invited thorough inspection and examination of their methods of teaching, and of the results of their efforts. I am thoroughly satisfied that their efforts to do their best, with the pupils under their charge, are sincere. Every teacher appeared most energetic and anxious concerning the pupils, and invited criticism of methods with the object of increasing efficiency. I could find no fault with any teacher.

Two teachers are engaged in the special work of teaching Articulation. Every child admitted, that is capable of instruction in this branch, becomes a member of the Articulation Class. I was surprised at the result. Many pupils, who, when they entered the Institution, could not utter one word, are now able to speak and recite intelligibly. Pupils answer questions in Geography in this way, and recite familiar pieces quite as well as some children of the public schools.

*Pupils and Their Work.*

The pupils number 225, 107 boys and 118 girls. These pursue their studies of the different Grades in 15 separate Class Rooms. I examined all the pupils of all the Grades and was impressed with the excellent order and discipline in every room. The pupils seem to have the sympathy of the teachers and show a desire to learn. All were neatly attired. Sickness, apparently, is entirely absent—not one pupil being absent for that cause. The pupils seemed delighted with my efforts to interrogate them and were most anxious to perform the tasks assigned to them. The work done by the pupils was well done. I found the Penmanship particularly good.

*Rooms and Accommodations.*

The rooms are clean and well kept, though many of them are rather small. Slate black-boards are used throughout, and the walls are decorated with various pictures and objects such as the teachers can make use of to convey language lessons to pupils. I observed the children in their study rooms and in all parts of the building and grounds at different times, and found them quite agreeable with one another and very careful not to injure the premises or annoy other occupants. The oversight and care of the pupils in and out of school hours seemed to me to be quite satisfactory.

*Trades, Etc.*

*Printing.* A regular Printing Office is part of the equipment of this Institution. It is presided over by a practical and competent printer. In this shop are ten pupils, one working all day and the others three hours a day. The character of the work of this Department ranks as excellent. The various forms for reports, etc., required in connection with the work of the Institution are printed here; also the neat semi-monthly paper.

*Shoe-Shop.* Four pupils work all day in this room, and ten for three hours under the instruction of a practical man.

*Carpenter Shop.* Six pupils work in this shop for three hours a day making furniture and doing repairs of a useful nature.

*Barber-Shop.* Six pupils devote attention to this shop.

*Bakery and Meat Cooking.* Three boys are engaged all day under a regular baker and meat cook.

*Sewing Room.* This important department is under the direction of Miss Dempsey. Eight pupils are engaged at work here all day and in the afternoon about thirty-five girls are taught general sewing. There is also a class in fancy work, taught by Miss Bull. Twenty-five girls spend two afternoons each week at this work.

*Manual Training.* This work is conducted by Mr. Forrester, who was specially trained in Sweden and Scotland. Twelve pupils take this course for six hours a week, and the work done will compare favorably with that of other Manual Training Departments in connection with other schools.

*Domestic Science.* There are three classes of nine girls each, and two classes of boys who take up sewing. In addition to the regular work of this class, the larger girls learn ironing in the Laundry, and are taught practically, domestic work in the Institution. In the Domestic Science Class the pupils are taught to cook vegetables, make various kinds of soups, how to lay the table, the care of linen etc.

*Government and General Management.*

Permit me to say that I approve the placing of this Institution under the Department of Education. It has been for years inspected and examined annually by Public School Inspectors, and the subjects taught are those of the Public School, plus the special language of the Deaf and Dumb. It is, therefore, a part of the School System of the Province and is properly governed through the Department of Education.

The various teachers and officials were civil, courteous and kind to me, and assisted me in every possible way with my work of inspection and examination.

No special mention is required, but I could not conclude this Report without particular mention of the efficient and kind Superintendent and Principal, Mr. R. Mathison, M.A. He was made for the office. He is at work night and day. This work is his life's work and he sacrifices much of his leisure and pleasure of life in order to add to the efficiency of the Institution. The pupils all regard him most affectionately and show him the greatest respect. He keeps in touch with every child here, and as long as possible after the child leaves, (See the published "Extracts from letters of Graduates and Ex-pupils").

He seems thoroughly to realize the importance and highly benevolent nature of his work—the reclaiming of these poor, unfortunate and in many respects, helpless children from their world of mental darkness where many of them would be lost, or become burdens on the Province, and possessing them with a language, denied them by nature, and thus enabling them to create and express their thoughts and become highly intelligent, and useful men and women, capable of earning honest livings for themselves and their dependents.

I send you herewith, a tabulated statement of all the pupils in the various classes and departments of the Institution showing the marks made during their examination.

I have the honor to be, Sir,

Your obedient servant,

(Sgd.) W. SPANKIE,

Public School Inspector.

Kingston, Ont., June 8, 1905.



## EXAMINER'S REPORT—1904.

T. F. CHAMBERLAIN, Esq., M.D.,  
*Inspector of Asylums, Toronto.*

DEAR SIR,—Acting upon your instructions, I went to Belleville and conducted the Literary Examination of the pupils in the Institute for the Deaf and Dumb, commencing work on the morning of June 2nd.

I began with the Articulation Class under the present charge of Miss Annie Mathison, in the absence of the regular teacher, Miss Caroline Gibson, through illness. The twenty-seven pupils at present enrolled in this class are divided into six sub-classes, No. 1 comprising first year pupils, while those in the remaining sub-classes range from two to eight years in attendance. The teacher gave them an examination in the work laid down for them in the Course of Study, consisting of drill in articulation; names of days, months, people; easy questions, numbers in hundreds; stories; and, in the senior classes, the cities and towns in Ontario; stories with questions about them; conversations between pupils and teacher; writing from dictation; oral reading. It is to be observed that the object aimed at is not, as in other classes, to convey knowledge, but to train the pupils in oral language expression, and as far as possible to lead them to talk. All new pupils arriving at the Institution are given a trial in the Articulation Classes, and if they show some facility, the instruction is continued, so that these classes are made up of pupils from all the other classes. Even when clear enunciation is not secured, the training is beneficial from physiological considerations. A teacher as a supply is always at more or less disadvantage, particularly with a class of this kind, but Miss Mathison is an experienced and skillful teacher of Articulation, possessing great tact, and a sympathy that secures the co-operation of the children, and teacher and children acquitted themselves most creditably. A number of these pupils read orally very nicely.

The other class in articulation is under the charge of Miss Florence Cross, and has an enrollment of twenty-eight pupils. These are also divided into six sub-classes. The Course of Study is much the same as in the other class, with the addition of commands, and the Lord's Prayer. The pupils showed facility in word building, using combinations of consonants or vowels as bases. I noticed both in this class and in Miss Mathison's a readiness, even an eagerness, to try to articulate, which was in marked contrast to the classes of eleven years ago when I visited before. At that time, the pupils seemed to dread trying to utter sounds, and the effort seemed to be painful to them. I notice also in both classes an absence of high shrill pitch of voice so common amongst deaf who talk—the tones are better modulated. This indicates not only kindness in treatment, but skill in the training. Miss Cross seems to be proficient in the knowledge of the subject she has to teach. It goes without saying that the examination in the Articulation Classes has necessarily to be done by the teachers themselves so as to show the methods, devices and results. The work of all the teachers in the Institution is arduous enough, but it is particularly so in these classes, and the nervous strain is great.

It may be premised in reference to the other classes, that the Primary—in fact almost the sole object, with the juniors, is not to give *instruction*, but to construct, practically to create, a medium of communication between the children and the outer world—to unlock the prison doors of their silent environment, and to furnish them with language, sign language, both natu-

ral and arbitrary, or where possible, spoken. The first steps are exceedingly slow and difficult, and the process differs from ordinary teaching in the following respect—the steps are isolated, very slightly related, and the knowledge acquired is not for a considerable time any help to gain further knowledge. It is only in the senior classes that the amount of language gained begins to be available for self help, self advancement. Therefore, the examination of these children must be strictly along the line they have been taught, and must not go beyond the vocabulary of the class. For these reasons, at the close of the session, each class is subjected to a rigorous examination by the teacher in charge, and the Course of Study, the examination papers, and the answer papers, together with an individual report upon each pupil, are submitted to the Superintendent, and by him laid before the Departmental Examiner, who then gives each class an examination upon the various subjects of the course. A comparison of these last results with the submitted papers enables me to say with confidence that the marking given by the respective teachers has been very close, that they have been careful to be “just before being generous,” and that in no case was the standing awarded, as shown by the accompanying Institution Report, too high.

*Mr. Madden's Class.* Here are twelve pupils whose ages run from seven to ten years: this is the first year in the Institution and of course in the class for five of them; five others have been two years, and three others for three years in the class. Some of the pupils have made a very high standing, and two of the new ones a very low one. The standing, for a junior class, is good, being  $63\frac{1}{2}$  per cent. In addition to the subjects of a course, tests were given in writing numbers, in which the pupils showed considerable facility. Mr. Madden is a graduate of the Institution, and being himself a deaf mute, is all the better able to understand and overcome the disabilities under which his pupils labor.

*Mr. Ingram's Class.* The children in this class are of cheerful disposition, ready for work, and anxious to do their best. This is the first year in the Institution for five of the class, the most of the rest having been here and in the class for two years. Mr. Ingram is a thorough teacher, and has made a good year's record. Two of the first year pupils have made a superior standing, and with one exception, all have done well. The class average, and I think the marking moderate, is 73 per cent.

*Miss James' Class.* Here are the youngest and brightest “little tots” in the Institution. Of the thirteen in this class, five are only seven years of age; eleven of them have been in the class but one year, and seven but one year in the Institution. This class has suffered more severely from sickness than any other. Miss James is an excellent teacher of the deaf, and she has done exceedingly well under most discouraging circumstances. Some of the pupils stand very high; three are very low, but considering the unfavorable conditions, the average 60 per cent. is an excellent showing.

*Mrs. Balis' Class.* Twelve out of the seventeen in this class are girls. The individual standing of this class is very uniform, none high, and but one low, and the class average, 70 per cent., is excellent. No pupil has been in the class more than a year, and the average time in the Institution is but a little over two years. Good work has been done here. Mrs. Balis is a conscientious, hard working, successful teacher, always ready to help in everything of interest or to the advantage of anything connected with the Institution.

*Mrs. Terrills' Class.* This is a special class. Some are weak mentally; two are twenty-three years old; two are twenty-four; one is twenty-seven,



and all these were up in years before entering the Institution. Owing to these circumstances, the teaching has to be individual. It is probably the most trying class of all, requiring very great patience, persistence, tact, kindness and endurance. The standing obtained under these conditions, 70 per cent., is excellent indeed. These pupils do not take "signing" but "spelling" only.

*Mr. Forrester's Class.* Two features are distinctive here—fine black-board work, and progressive descriptive language exercises based upon progressive picture stories, thus developing observation and language. The pupils have been in this class but one year. Nearly all the pupils in the class were absolutely correct in the working of the examples given in arithmetic. The individual standing is very uniform, the lowest being 53 per cent. the highest 77 per cent. and the class standing, closely marked, 70 per cent. Mr. Forrester is a capital draughtsman, and this greatly assists him in his work.

*Miss Bull's Class.* Here is less uniformity in individual standing, the lowest being 49 per cent. and the highest 95 per cent. The class standing, 73 per cent., is good. Here we begin to see a wider vocabulary, admitting of more varied classes of work, and training in use of plurals, and past and progressive forms of verbs is begun. Three pupils in this room show decided taste in drawing. It is a pity that means could not be devised to give them special training in this line with a view to their future means of livelihood. Several of the pupils of this class were absent from lessons for considerable periods during the session owing to sickness, otherwise, no doubt, a still better standing would have been secured.

*Miss Linn's Class.* These pupils have been in this class a year only. Both teacher and children are systematic and quick in work and movements. Miss Linn can write down figures, and good ones, on the blackboard, faster than any other teacher I ever saw. Most of her class can add up a column of figures more rapidly than most pupils in the fourth form of the public schools, and they are speedy and accurate in subtraction and multiplication. The literature of easy reading lessons is taken up here. The slate work is generally fine. There is some diversity in the individual standing of the pupils, but the class average is good—71 per cent.

*Mr. Stewart's Class.* This class, E. and class F., are about the same grade. The pupils are rather below average in ability. There has been more lost time during the session from sickness, in this class than in any other except Class L. One of the pupils was absent seventy days. All these pupils are first year pupils of the class. Notwithstanding the drawbacks, the class average, 70 per cent., shows the good result of a year's faithful intelligent training. In Mr. Stewart's detailed written report upon each member of the class, he sizes up accurately and succinctly their character and attainments, and shows that he has a clear idea of methods and aims.

*Mr. Campbell's Class.* (F). As has already been remarked, this and the preceding class may be considered sub-divisions of one grade pupils are promoted from both rooms to Class D., those that fail to make promotion from Class E. being transferred to Class F., so that although none of the pupils have been in this room more than a year, some of them have been two years in this grade. At first sight, this might seem an advantage to Class F., but then it must be remembered that the pupils who failed to be promoted were likely not the brightest ones, consequently it is probable that at the beginning of the year, there was little difference as to the capabilities of the two classes, and the class averages of the two do not



differ materially at the close of the year. Excellent work has been done here. Mr. Campbell is a strong teacher, and is apt in methods, and thorough in his training. The work of the pupils is particularly neat and accurate. The individual standing is uniform, and the class average is 72 per cent.

*Miss Templeton's Class.* Here are an enthusiastic, hard working teacher and a bright, well-trained class. Nearly every pupil does neat work and good work. Many of them have high marks and they deserve them, and the class average is 79 per cent., a high standing, but not higher I think than has been earned. The pupils have been in this class but a year, but have been in the Institution long enough to acquire a fair vocabulary, and so to admit of a wider range of study. A noticeable feature here is the cultivation of language, orally and then in writing, by a discussion of current local happenings under the heading of "News." Another feature is teaching the time of day by means of a clock face. It is a good class, and Miss Templeton has the trained skill and ability to make the most of it.

*Mr. Balis' class.* This has not been an easy class to make a record with. More than half the class is composed of pupils who have been transferred to this room from the Second Grade below, in order to maintain the balance of numbers and they were therefore ill-prepared to take up the work. Some of them are poor workers, and hard to manage, and thus Mr. Balis' task is a hard one. Part of the class is weak in arithmetic, but it is to be considered that the Course of Study is two Grades higher than in the room they left. The style and method of work are very fine, and they show that the teacher has paid great attention along these lines. In other subjects the pupils stand well. The class average, 69 per cent., is better than could have been expected.

*Mr. Denys' Class.* We now have reached a room in which the broader acquisition of language permits a wider range of subjects, and one where a longer time is required for examination. The Course of Study includes the Geography of the Dominion, Canadian History, easy lessons in Natural History; Mental and Slate Arithmetic, including practical questions in the four rules; elliptical sentences; temperance, and general conversation in writing and by "spelling"; and letter writing. The features noticeable in this class are neatness of writing, and accuracy in answering. Very nearly 80 per cent. of all the answers in my examination of this class were absolutely correct, and among the tests was one requiring them to assign events to thirty-one different dates in Canadian History. The boys here are manly, and they pay uncommonly close attention to personal neatness and tidiness, the best, I think, in the Institution. The girls are lady-like, polite and intelligent. The class average is, as might be expected, very high, 82 per cent. This is the first year for all of them in this class. Mr. Denys has been so long in the Institution that no more need be said than that his whole soul is in his work, and the spirit that animates him may be gathered from the quotation that prefaces his Report to the Superintendent:—

"Serve thy generation,  
Even though swiftly may fade thy name,  
He who loves his kind  
Performs a work too great for fame."

*Professor Coleman's Class.* This is the highest class in the Institution, and of course the graduating one. The pupils have the best command of language, the greatest range of subjects, and are given the most severe tests in their examination. In addition to the subjects of the preceding Grades, may be mentioned:—direct and indirect narration; difficult changes of con-

struction; formal composition; and bills and accounts. The answers to two of the questions that I gave necessitated the writing of a large number of geographical names. The pupils gave full answers to these, and difficult though they were, a misspelled word very rarely occurred. All the work was neatly done, and better writing than some of these pupils presented, I never saw in any school. Three members of this class obtained 100 per cent. at the final examination and from my tests, I feel assured that they were justly entitled to that standing. If the work of two exceptional cases be omitted, the class average would be 82 per cent., a very high standing indeed. The boys in this class are also manly and tasty in dress, being second only to those of Mr. Denys' class, and the girls are all that could be desired as to deportment and attention. Professor Coleman is most painstaking, careful and efficient, his great aim being to train the pupils to *think*, and that he has been successful in this, the results and the originality and correctness of the answers fully demonstrate. Perhaps no teacher in the Institution is more happy in the success of his pupils than is Professor Coleman.

In all the classes the greatest attention is paid to neatness and correct spelling, to accuracy in number work, and to good writing. Sickness was very prevalent during the session and seriously interfered with the progress of some classes.

### *The Industrial Departments.*

*Domestic Science Room.* This is under the management of Miss Hattie H. Gowsell, a graduate of the Hamilton Normal College of Domestic Science. Here thirty girls are trained not only how to cook, but how to manage all the details of kitchen and dining-room. Plain and fancy cooking, pickling, canning, preserving, management of ranges and kitchen utensils; care of table ware and linen; care of groceries; how to make tea, coffee, and cocoa; how to save remnants, etc., engage the attention. They are taught to be exact and methodical; to maintain scrupulous neatness; the proper arrangement of the table; how to serve. The training here given these "daughters of silence" in household duties is second in importance to no other instruction given in the Institution. A visit to this department would be a revelation to many house-keepers. The advantage in the way of health and comfort in the future homes of these girls cannot be estimated. Miss Gowsell is not only mistress of this branch of science, but she knows how to teach it to her pupils, and at the same time to inculcate habits of observation, comparison, accuracy, neatness and economy, for nothing is allowed to go to waste. Miss Gowsell has also a class of sixteen boys whom she trains in sewing, patching, etc. These are small boys, and their dexterity, in hemming, back stitching, button-hole making and patching is surprising. The patching is turned to practical account in connection with pupils' clothing. The samples of their work showed that great attention is given to accuracy of fitting and matching of stripes and colors. Besides the immediate practical usefulness, care is taken to ascertain what pupils show enough natural skill to warrant their being taught tailoring.

*Manual Training.* This department is under the charge of Mr. T. C. Forrester, and as yet it comprises only working in wood. It is surprising the number of articles that the boys in this class manufacture. Industrial design forms part of the course of instruction and working plans, drawn to scale, are insisted upon before any article is begun. Accurate joining and perfection of finish are exacted. Nothing but the very best workman-



ship will be accepted by the teacher, and the pupil must try and try again until the character of the work meets these requirements. There are twelve boys in this class, and there are benches fully equipped for each. The care and management of tools are well taught. Some very delicate and skillful work may be seen here.

I venture to suggest that the whole time of a teacher might be devoted to this important feature of the training given in the Institution, and that a turning lathe, and scroll, might with advantage be added to the equipment, even if operated only by foot power. It would give a wider range of work, and more chance for the development by the boys of inventiveness and dexterity in ornamental art.

*The Shoe-shop.* Here the boys are taught to patch and to make boots and shoes, and instructed in the qualities and prices of materials. Good material, good workmanship, honest work is the rule. The needs of the pupils in the Institution call for considerable of the work of this class. Each boy after having completed his training, is furnished with an outfit and upon leaving the Institution, is in a position to earn a livelihood. Mr. Morrice is in charge of this department.

*The Barber-shop,* is in connection with the shoe-shop, for reason that the deaf can very conveniently and profitably carry on both these lines of business in combination.

*The Printing Office.* The *Mute*, the official organ of the Institution is printed here, and such jobbing as is required in connection with the school is done. The office is very far from being a sample of the ordinary printing office, for everything from machinery to floor, is scrupulously clean and in order, and one would suppose that one or two printers' "imps" would be required to keep things in such neatness. Mr. Burns, who is in charge is training ten boys in "the art preservative". It can easily be understood that practice here aids in the literary training of these boys.

*The Bakery.* The various forms of the "staff of life" required in the Institution are made here, under the charge of Mr. Cunningham, and advantage is taken of the extensive equipment to teach some of the boys the baking business. It is needless to say that as in every department of the Institution, the boys, while being taught to turn out an excellent quality of bread, buns, etc., are incidentally taught to be orderly, neat, systematic, and exact.

*Dress-making and Millinery.* Miss M. Dempsey, who is Girls' Supervisor, has charge of this department, one of the busiest and liveliest of all. Measuring, cutting, fitting, and making of apparel for girls, and to some extent for boys, are some of the operations carried out in this room. Nine girls work all day here, and sixty-one spend two hours each day, and most of them show great taste and skill in their work. Miss Dempsey's duties are varied and extensive, and make heavy demands upon her time and patience, but she is competent, cheerful, genial, a general favorite, and her room is a favorite calling place for other girls than the operatives.

*Fancy Work Department.* This is under the charge of Miss Mary Bull, and the number and variety of the articles made are astonishing and give one a high idea of the taste and inventiveness of the girls of the class, and of the ability and skill of the teacher.

In conclusion, I may say that some one must spend some time in the Institution in order to appreciate the uncommon administrative ability, tact, discretion, and wise discipline, exercised by the Superintendent. In such a large establishment, with such a diversity of interests, with such a large staff, with so many pupils peculiar in their dispositions, and mental



attainments, only special ability, and long experience could maintain efficient and harmonious working by all the different elements. Thoroughness, accuracy, and neatness are ruling principles throughout the Institution.

The necessity for increased accommodation is very evident. Some rooms are too small, and more rooms are needed. There is little doubt that there are many deaf mutes in the country that would be sought out and given the benefit of instruction, were there more room for them.

I have to thank Superintendent Mathison especially, and every officer and every member of the staff for assistance in making an examination thorough and impartial, and for personal kindness that made my stay with them most pleasant. "Although not within the scope of my instructions, I may be allowed to refer to the admirable way in which the Matron, Miss Ross, discharges the duties of her responsible position, and to express my appreciation of the care and attention given to my personal comfort while at the Institution". I must also thank Mr. Keith, the efficient Supervisor of Boys, for courtesies and information in connection with the Industrial Departments.

I have the honor to be,

Your obedient servant,

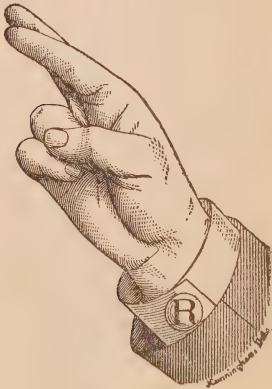
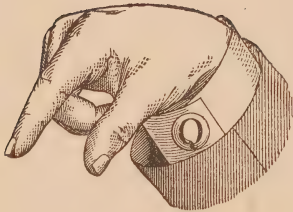
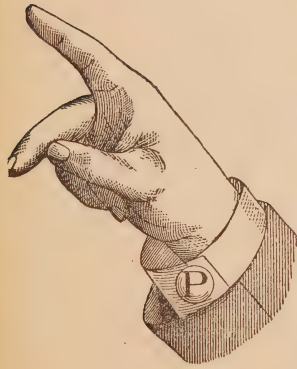
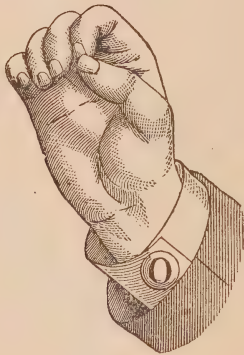
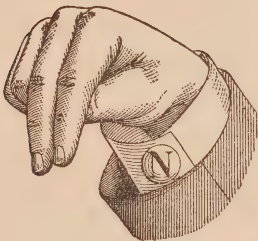
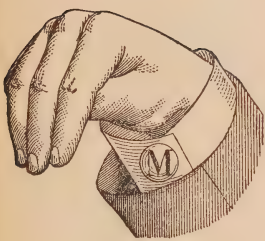
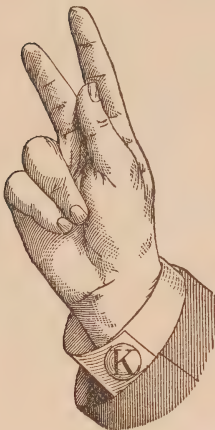
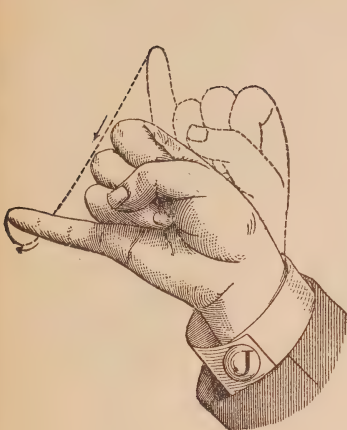
(Sgd.) ARTHUR BROWN,

Inspector of Public Schools.

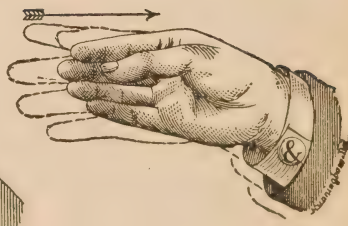
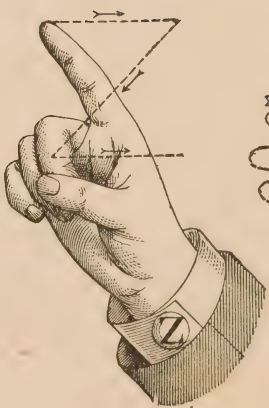
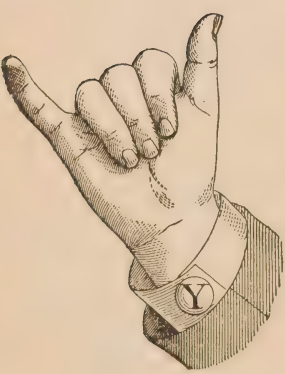
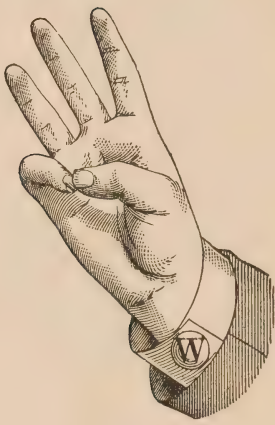
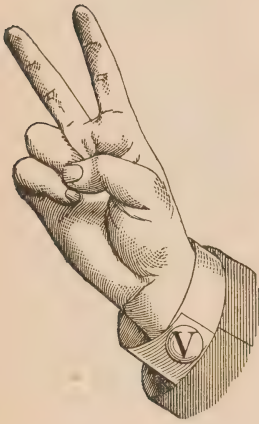
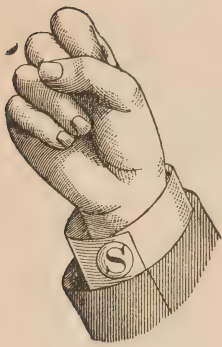
Morrisburgh, June 13, '04.

THE SINGLE HAND ALPHABET.









## STATISTICAL TABLES.

TOTAL NUMBER OF PUPILS IN ATTENDANCE FROM OCTOBER 1ST, 1904, TO SEPTEMBER 30TH, 1905.

Males .....	130
Females .....	138
Total .....	268

COUNTIES FROM WHICH THE PUPILS IN RESIDENCE FROM OCTOBER 1ST, 1904, TO SEPTEMBER 30TH, 1905, CAME:

Counties.	Male.	Female.	Total.	Counties.	Male.	Female.	Total.
Algoma.....	1	4	5	Northumberland.....	1	1	2
Brant.....	4	2	6	Norfolk.....	2	2	4
Bruce.....	4	7	11	Nipissing District.....	1	.....	1
Carleton.....	12	4	16	Ontario.....	1	.....	1
Durham.....	2	1	3	Oxford.....	1	4	5
Dufferin.....	.....	2	2	Peel.....	1	2	3
Elgin.....	2	2	4	Parry Sound District.....	.....	1	1
Essex.....	7	5	12	Perth.....	2	.....	2
Frontenac.....	2	1	3	Peterboro.....	3	5	8
Grey.....	5	4	9	Prescott and Russell...	5	3	8
Glengarry.....	1	2	3	Renfrew.....	7	3	10
Hastings.....	5	6	11	Simcoe.....	4	5	9
Haliburton.....	2	3	5	Stormont and Dundas..	4	2	6
Huron.....	3	6	9	Thunder Bay District.....	.....	1	1
Halton.....	.....	2	2	Victoria.....	3	4	7
Haldimand.....	2	1	3	Waterloo.....	4	2	6
Kent.....	2	6	8	Welland.....	1	.....	1
Lambton.....	2	1	3	Wellington.....	1	2	3
Lincoln.....	1	4	5	Wentworth.....	4	5	9
Lanark.....	1	2	3	York.....	17	22	39
Lennox and Addington..	4	1	5	Total.....	130	138	.....
Muskoka District.....	3	3	6	Grand Total.....	.....	.....	268
Middlesex.....	2	5	7				
Grenville.....	1	.....	1				

## AGE OF PUPILS.

AGE.	No.	AGE.	No.
6 .....	1	18 .....	13
7 .....	9	19 .....	14
8 .....	18	20 .....	8
9 .....	20	21 .....	11
10 .....	13	22 .....	6
11 .....	13	23 .....	3
12 .....	13	24 .....	3
13 .....	29	25 .....	3
14 .....	26	26 .....	3
15 .....	16	29 .....	1
16 .....	18	Total.....	268
17 .....	27		

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE  
OPENING OF THE INSTITUTION.

	Male.	Female.	Total.
From October 27th, 1870, to September 30th, 1871 .....	64	36	100
“ “ 1st, 1871, “ 1872 .....	97	52	149
“ “ 1872, “ 1873 .....	130	63	193
“ “ 1873, “ 1874 .....	145	76	221
“ “ 1874, “ 1875 .....	155	83	238
“ “ 1875, “ 1876 .....	160	96	256
“ “ 1876, “ 1877 .....	167	104	271
“ “ 1877, “ 1878 .....	166	111	277
“ “ 1878, “ 1879 .....	164	105	269
“ “ 1879, “ 1880 .....	162	119	281
“ “ 1880, “ 1881 .....	164	132	296
“ “ 1881, “ 1882 .....	165	138	303
“ “ 1882, “ 1883 .....	158	135	293
“ “ 1883, “ 1884 .....	156	130	286
“ “ 1884, “ 1885 .....	168	116	284
“ “ 1885, “ 1886 .....	161	112	273
“ “ 1886, “ 1887 .....	151	113	264
“ “ 1887, “ 1888 .....	156	109	265
“ “ 1888, “ 1889 .....	153	121	274
“ “ 1889, “ 1890 .....	159	132	291
“ “ 1890, “ 1891 .....	166	130	296
“ “ 1891, “ 1892 .....	158	127	285
“ “ 1892, “ 1893 .....	162	136	298
“ “ 1893, “ 1894 .....	158	137	295
“ “ 1894, “ 1895 .....	160	135	295
“ “ 1895, “ 1896 .....	173	137	310
“ “ 1896, “ 1897 .....	164	128	292
“ “ 1897, “ 1898 .....	167	138	305
“ “ 1898, “ 1899 .....	161	132	294
“ “ 1899, “ 1900 .....	152	130	282
“ “ 1900, “ 1901 .....	157	143	300
“ “ 1901, “ 1902 .....	147	141	288
“ “ 1902, “ 1903 .....	140	143	283
“ “ 1903, “ 1904 .....	137	134	271
“ “ 1904, “ 1905 .....	130	138	268

TOTAL NUMBER OF PUPILS SINCE THE OPENING OF THE INSTITUTION,  
OCTOBER 27TH, 1870, TO SEPTEMBER 30TH, 1905.

Number of boys admitted.....	761
Number of girls admitted.....	591
	<hr/> 1,352



COUNTIES FROM WHICH PUPILS WERE ORIGINALLY RECEIVED FROM  
OCTOBER 20TH, 1870, TO SEPTEMBER 30TH, 1905.

Counties.	Male.	Female.	Total.	Counties.	Male.	Female.	Total.
Algoma .....	5	6	11	Northumberland .....	13	12	25
Brant .....	22	10	32	Warwick, P.Q. ....	1	1	1
Bruce .....	22	18	40	Monk, P.Q. ....	1	1	1
Carleton .....	42	22	64	Ontario .....	22	14	36
Durham .....	17	9	26	Oxford .....	17	16	33
Dufferin .....	3	3	6	Peel .....	7	8	15
Elgin .....	14	12	26	Parry Sound District ..	4	2	6
Essex .....	18	22	40	Perth .....	30	14	44
Frontenac .....	12	6	18	Peterboro .....	13	9	22
Grey .....	27	24	51	Prescott and Russell ..	22	10	32
Glengarry .....	7	2	9	Prince Edward .....	6	1	7
Hastings .....	34	29	63	Renfrew .....	17	17	34
Haliburton .....	5	2	7	Simcoe .....	29	24	53
Huron .....	32	30	62	Stormont, Dundas .....	18	10	28
Halton .....	5	11	16	Thunder Bay District ..	1	1	1
Haldimand .....	7	4	11	Victoria .....	12	11	23
Kent .....	26	23	49	Waterloo .....	18	19	37
Lambton .....	21	18	39	Welland .....	6	4	10
Lanark .....	12	9	21	Wellington .....	20	16	36
Leeds and Grenville .....	22	6	28	Wentworth .....	26	17	43
Lincoln .....	3	9	12	York .....	57	56	113
Lennox and Addington ..	12	12	24	Westmoreland, N.B. ....	1	1	1
Muskoka .....	9	7	16	Restigouche, P.Q. ....	1	1	1
Middlesex .....	30	20	50				
Norfolk .....	13	11	24		761	591	1,352
Nipissing District .....	3	2	5				

CAUSE OF DEAFNESS.

Abscess .....	6	Gathering of the ears .....	10
Accident .....	12	Gathering of the head .....	9
Adenoids .....	1	Inflammation of the brain .....	15
Affection of the ears .....	21	Inflammation of the ears .....	6
Bronchitis .....	6	Inflammation of the lungs .....	5
Bealing .....	2	Inflammation of the pulmonary organ .....	2
Burns .....	2	Inflammation of the spinal organ .....	3
Catarrh .....	9	LaGrippe .....	9
Canker .....	1	Measles .....	47
Cerebro-spinal meningitis .....	26	Mumps .....	7
Cholera .....	1	Paralytic stroke .....	1
Chicken pox .....	1	Ricketts .....	1
Cold .....	51	Sunstroke .....	1
Congenital .....	533	Scabs .....	1
Congestion of the brain .....	48	Scrofula .....	1
Diphtheria .....	9	Scald head .....	4
Dysentery .....	2	Sore throat .....	4
Drank carbolic acid .....	1	Shocks .....	5
Eczema .....	2	Sickness, undefined .....	36
Falls .....	27	Spinal disease .....	3
Fever, Rheumatic .....	1	Swelling of the neck .....	2
Fever, Bilious .....	5	Teething .....	18
Fever, Brain .....	33	Vaccination .....	7
Fever, Intermittent .....	2	Water on the brain .....	17
Fever, Scarlet .....	88	Whooping cough .....	9
Fever, Spinal .....	23	Worms .....	145
Fever, Malarial .....	2	Cases undefined and unknown .....	9
Fever, Typhus .....	6		
Fever, Typhoid .....	11		
Fever, undefined .....	27	Total .....	1,352
Fits .....	16		

## DATE OF DEAFNESS AFTER BIRTH.

Under one year .....	181	Between ten and eleven years .....	6
Between one and two years .....	162	Between eleven and twelve years ...	2
Between two and three years .....	140	Between twelve and thirteen years	3
Between three and four years .....	72	Between thirteen and fourteen years	4
Between four and five years .....	45	Between fourteen and fifteen years	2
Between five and six years .....	31	Unknown at what age they lost their	
Between six and seven years .....	16	hearing, but not born deaf.....	140
Between seven and eight years .....	16	Congenital .....	519
Between eight and nine years .....	3		
Between nine and ten years .....	10	Total.....	1,352

## RELATIONSHIP OF PARENTS.

First cousins .....	66	Not related .....	1,174
Second cousins .....	31	Unknown .....	30
Third cousins .....	24		
Distantly related .....	27	Total .....	1,352

## NUMBER OF DEAF MUTE FAMILIES REPRESENTED.

3 families containing 5 .....	15	1,032 families containing 1 .....	1,032
3 families containing 4 .....	12		
31 families containing 3 .....	93	Total .....	1,352
100 families containing 2 .....	200		

*Minister of the Government in Charge:*

HON. DR. R. A. PYNE.

*Officers of the Institution:*

R. MATHISON, M. A. ....	Superintendent and Principal.
WM. COCHRANE .....	Bursar.
P. D. GOLDSMITH, M. D. ....	Physician.
MISS M. ROSS .....	Matron.

*Teachers:*

D. R. COLEMAN, M.A. (Head Teacher).	MRS. J. G. TERRILL.
P. DENYS.	MISS S. TEMPLETON.
JAMES C. BALIS.	MISS MARY BULL.
W. J. CAMPBELL.	MRS. SYLVIA L. BALIS.
GEORGE F. STEWART.	MISS GEORGINA LINN.
T. C. FORRESTER.	MISS ADA JAMES.
H. L. INGRAM.	

*Teachers of Articulation:*

MISS AGNES A. GIBSON.	MISS FLORENCE CROSS.
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*Teacher of Fancy Work:*

MISS MARY BULL.

*Teacher of Manual Training:*

T. C. FORRESTER.

*Teacher of Domestic Science:*

MISS HATTIE H. GOSWELL.

MISS A. G. CHISHOLM .....	Stenographer and Clerk.
WM. NURSE .....	Storekeeper and Associate Supervisor.
W. S. MINNS .....	Supervisor of Boys, etc.
MISS M. DEMPSEY .....	Seamstress, Supervisor of Girls, etc.
MISS FLORENCE E. BATES .....	Trained Nurse.
JOHN T. BURNS .....	Instructor of Printing.
ALEX. MORRICE .....	Master Shoemaker.
CHAS. J. PEPPIN .....	Engineer.
JOHN DOWRIE .....	Master Carpenter.
D. CUNNINGHAM .....	Master Baker.

*Farmer and Gardener:*

JAMES FORGE.

LIST OF PUPILS IN THE ONTARIO INSTITUTION OF THE DEAF AND DUMB FOR THE YEAR ENDING  
SEPTEMBER 30TH, 1905, WITH THE POST OFFICE ADDRESSES.

Counties.	P. O. Address.	Counties.	P. O. Address.
<i>Algoma:</i>		<i>Essex:—Con.</i>	
Barker, Sara Isabel.	Sault Ste. Marie.	Meloche, Edmund ...	Amherstburg.
Beatty, Rachel .....	Bruce Mines.	Penprase, Ruth .....	Elmstead.
Dalgleish, Elizabeth.	Sault Ste. Marie.	Penprase, Alfred ...	Elmstead.
Orr, Helen Mary	Gore Bay.	Petrimoulx, George..	River Canard.
Zinke, Charles .....	Steelton.	Walker, Achille .....	St. Joachim.
<i>Brant:</i>		<i>Frontenac:</i>	
Hustwayte, John F.	Paris.	Barnett, Winnifred..	Sydenham.
Johnston, Anetta ...	Brantford.	Barnett, Gerald .....	Sydenham.
Mitchell, George L..	Brantford.	Watts, David Henry.	Kingston.
Lloyd, Ruth Gladys..	Brantford.	<i>Grey:</i>	
Pierce, Percy Earl...	Paris.	Brown, Mary Louisa.	Chesley.
Smith, William R....	Tuscarora.	Brown, Thomas H....	Markdale.
<i>Bruce:</i>		Dand, William T. ...	Lady Bank.
Gerolamy, Edna M....	Tara.	Fleming, Daniel .....	Craigleith.
Green, Mary Annie...	Chesley.	Johnston, Bertha ...	Owen Sound.
Green, James .....	Chesley.	Kindree, Earle .....	Owen Sound.
Komph, Spray .....	Kincardine.	McGuire, Lily .....	Holstein.
Lobsinger, Alex. ....	Mildmay.	Scott, William W. ...	Keldon.
Lorentz, Mary .....	Mildmay.	Wilson, Janet B. ....	Harkaway.
Murray, Joseph .....	Langside.	Goetz, Gregory .....	Owen Sound.
Schwalm, Mary .....	Mildmay.	<i>Glengarry:</i>	
Weiler, Diana .....	Mildmay.	Gordon, Daniel C. ...	Bridge End.
Yager, Jeanette .....	Chesley.	Gordon, Mary Jane...	Bridge End.
Yager, Norman .....	Chesley.	Gordon, Annie M. E.	Bridge End.
<i>Carleton:</i>		<i>Hastings:</i>	
Chaine, Joseph .....	Hintonburg.	Courneya, Mary A....	Bogart.
Cummings, Bert .....	City View.	Farnham, Leona ...	Canifton.
Evoy, James Elign...	Carp.	Hough, Ethel Viola...	Holloway.
Gauvreau, Telesphore.	Ottawa.	Herman, Nina Pearl.	Stirling.
Green, Minnie May...	Diamond.	Nelson, Ethel .....	Belleville.
Green, Thomas John.	Diamond.	Edward, Mary Ann	Boulter.
Gauthier, Alfred ...	Hintonburg.	Smith, Percy .....	Deseronto.
Groulx, Achil. ....	Clarkston.	Smith, Earle A. ....	Deseronto.
Groulx, Welde .....	Clarkston.	Young, Arthur .....	Madoc.
Huband, Gerald B...	Ottawa.	Young, Fred .....	Madoc.
Henault, Charles ...	Ottawa.	Ward, Albert Edw...	Stirling.
Brigham, Thomas L.	Ottawa.	<i>Haliburton:</i>	
Larocque, Rosanna...	Ottawa.	Eastman, Alma May.	Kinmount.
Parrent, Sophie .....	Ottawa.	Gray, Violet .....	South Lake.
Shaw, Robert Eric...	Ottawa.	Otto, Charles.....	Haliburton.
White, Mary I. ....	Ottawa.	Rooney, Francis .....	Kinmount.
<i>Durham:</i>		Whistle, Many Jane.	Minden.
Brooks, Effie M. ....	Solina.	<i>Huron:</i>	
McMillan, Joseph I.	Newcastle.	Anderson, Harvey ...	Dungannon.
Sheckleton, Alfred ...	Burton.	Cole, Amos B. ....	Clinton.
<i>Dufferin:</i>		Cole, Mabel .....	Clinton.
Aldcorn, Barbara ...	Corbetton.	Balkwell, Clara .....	Exeter.
Granger, Martha ...	Honeywood.	Doubledde, Lena .....	Belmore.
<i>Elgin:</i>		Sours, Gladys .....	Clinton.
Buller, Henry .....	Ridgetown.	Thompson, Beatrice	Dungannon.
Carpenter, Lena M...	Rodney.	Thompson, Arthur...	Dungannon.
Paul, Edward, G....	St. Thomas.	Young, Clara E. ....	Londesboro.
Shepley, May .....	Clachan.	<i>Halton:</i>	
<i>Essex:</i>		Hartley, Clara .....	Milton.
Bain, Olive .....	Windsor.	James, Mary T. ....	Campbellville.
Bertiaume, Marilda..	Tecumseh.	<i>Haldimand:</i>	
Bertiaume, Lionel..	Tecumseh.	Forrester, Harry.....	Dunnville.
Bertiaume, Dorina..	Tecumseh.	Young, Rosetta .....	Dunnville.
Bain, Josephine .....	Windsor.	Forrester, Asa .....	Dunnville.
Langlois, Louis .....	Windsor.		



LIST OF PUPILS IN THE ONTARIO INSTITUTION OF THE DEAF AND DUMB, ETC.—*Continued.*

Counties.	P. O. Address.	Counties.	P. O. Address.
<i>Kent:</i>		<i>Oxford:—Con.</i>	
Chevalier, William ...	Tilbury.	Garner, Esther.....	Ingersoll.
Gibson, Winnifred ...	Dresden.	McFarlane, Mona ...	Eastwood.
Gibson, Maggie .....	Dresden.	Pipher, Celia .....	Woodstock.
Neville, Mamie .....	Dresden.	<i>Peel:</i>	
Parker, Beatrice .....	Dresden.	Duke, Ettie .....	Sleswick.
Toll, Nova Rose .....	Ridgetown.	Curry, Duncan.....	Burnhamthorpe.
Thibeault, Mary .....	Fletcher.	Zimmerman, Candace.	Palgrave.
Wilson, Herbert .....	Chatham.	<i>Perth:</i>	
<i>Lambton:</i>		Harris, Carl .....	Mitchell.
Breault, Gertie .....	Sarnia.	Robertson, Stewart..	Stratford.
Jennings, Frank .....	Forest.	<i>Parry Sound District:</i>	
Moore, George H.....	Forest.	Veitch, Elizabeth.....	Spence.
<i>Lanark:</i>		<i>Prescott and Russell:</i>	
Blake, Frederick ...	Almonte.	Gelineau, Arthur ...	Pendleton.
McGregor, Ruby .....	Almonte.	Hughes, Myrtle .....	Treadwell.
Pollock, Bessie .....	Appleton.	Hughes, Iva .....	Treadwell.
<i>Lincoln:</i>		McLaren, George D....	Spring Hill.
Fretz, Cora .....	Grimsby.	McLaren, John Chas.	Spring Hill.
Hoare, Ethel M. ....	St. Catharines.	Simpson, Alexander..	Edwards.
Heaslip, Myrtle .....	Wellandport.	McDougall, Elsie.....	Grant.
McCready, Aletha ...	Caister Centre.	McDougall, Peter ...	Grant.
Swick, Amos.....	Beamsville.	<i>Peterboro:</i>	
<i>Lennox and Addington:</i>		Charliebois, Walter...	Peterboro'.
Dopking, Carrie.....	Moscow.	Kennaley, Winnifred.	Peterboro'.
Hartwick, James.....	Napanee.	Lawson, Lila .....	Peterboro'.
Hartwick, Archibald.	Napanee.	Lawson, Violet .....	Peterboro'.
Meeks, Esley .....	Napanee.	O'Brien, Gerald .....	Peterboro'.
McAdam, Wesley .....	Tamworth.	Harper, Madeline ...	Peterboro'.
<i>Muskoka District:</i>		Harper, Marion .....	Peterboro'.
Allen George .....	Uffington.	Tretheway, Roy .....	Gooderham.
Croucher, John .....	Huntsville.	<i>Renfrew:</i>	
Dierks, Caroline .....	Kilworthy.	Cuddy, Edward .....	Brudenell.
Ireland, Louis .....	Bracebridge.	Derochie, Caroline....	Arnprior.
Russell, Alice .....	Dorset.	Derochie, Clara .....	Arnprior.
Stowater, Belle .....	Byng Inlet.	Bruss, Henry .....	Pembroke.
<i>Leeds and Grenville:</i>		Lacombe, Joseph .....	Arnprior.
Countryman, Harvey.	Prescott.	Marquardt, Gustave..	Hardwood Lake.
<i>Middlesex:</i>		Reilley, Mary .....	Pembroke.
Courscey, Jane Viola.	Lucan.	Rhemus, Herman ...	Strathtay.
Fishbein, Sophie ...	London.	Smith, Edward S.....	Renfrew.
Fishbein, Eddie .....	London.	Tracey, John.....	Pembroke.
Porter, Annie .....	Newbury.	<i>Simcoe:</i>	
Russell, Mary Bell....	Ailsa Craig.	Boyle, Mary T. ....	Midland.
Ryan, Charles .....	Lucan.	Graham, Victor .....	Collingwood.
Laugheed, Annie E....	London.	Gannon, Ellen .....	Phelpston.
<i>Norfolk:</i>		Hall, Ewart .....	Midland.
Boomer, Duncan .....	Windham Centre.	Nelson, Florence .....	Marchmount.
Cole, Rosa .....	Bookton.	Paddison, Thomas ...	Elmsdale.
Earl, Charles .....	Blayney.	Tudhope, Laura .....	Orillia.
Franklin, Sarah J....	Clear Creek.	Carefoot, Seymour ...	Collingwood.
<i>Northumberland:</i>		Hamilton, Alma .....	Everett.
Bellamy, George .....	Wicklow.	<i>Stormont, Dundas:</i>	
Chatten, Elizabeth...	Brighton.	King, Joseph .....	South Lancaster.
<i>Nipissing District:</i>		Lalonde, Emma Ida..	Cornwall.
Dorschner, Charles...	Mattawa.	Legault, Mary .....	Cornwall.
<i>Ontario:</i>		Tackaberry, Ernest..	Cornwall.
Quigley, Walter .....	Oshawa.	Loper, Cyril .....	Morrisburg.
<i>Oxford:</i>		Morton, Floyd .....	Newington.
Brown, Florence .....	Woodstock.	<i>Thunder Bay District:</i>	
Cone, Benjamin .....	Woodstock.	Burke, Elsie .....	Port Arthur.

LIST OF PUPILS IN THE ONTARIO INSTITUTION OF THE DEAF AND DUMB, ETC.—*Concluded.*

Counties.	P. O. Address.	Counties.	P. O. Address.
<i>Victoria:</i>		<i>York:—Con.</i>	
Fountain, Herbert...	Coboconk.	Buchan, Drucilla ...	Toronto.
Fountain, Farley.....	Coboconk.	Buchan, Alexander...	Toronto.
Jewell, Ena .....	Manilla.	Buchan, Jno. P. A.	Toronto.
Rutherford, Emma...	Fenelon Falls.	Brown, Daisy .....	Toronto.
Sipe, Thomas .....	Allsaw.	Best, Olive .....	Toronto.
Whitworth, Florence.	Lindsay.	Burley, William .....	Toronto.
Windrim, Rita .....	Dongola.	Cunningham, Martha.	Toronto.
<i>Waterloo:</i>		Curtis, Lillian .....	Toronto.
Cherry, Ida P. ....	Preston.	Cratchley, Mabel ...	Toronto.
Hagen, William .....	Berlin.	Chestnut, Arlie .....	Toronto.
Roth, Edwin .....	New Hamburg.	Elliott, George.....	Toronto.
Walter, Jno. T. ....	Hawkesville.	Ellis, Wesley Earle..	Cobalt.
Martin, Absalom ....	Waterloo.	Ensminger, Maggie...	Markham.
Golds, Margaret .....	New Hamburg.	Fleet, Ellen .....	Toronto.
<i>Wellington:</i>		Hazlitt, Dorothy .....	Toronto.
Clark, Adeline .....	Guelph.	Hazlitt, Evelyn .....	Toronto.
MacLachlan, Wm. ...	Mount Forest.	Hazlitt, William .....	Toronto.
Kraemer, Johanna ...	Glen Allan.	Holbrook, Agnes .....	East Toronto.
<i>Wentworth:</i>		Henderson, Clara ...	Toronto.
Carter, Stella .....	Bartonville.	Johnson, William....	Swansea.
Depew, Georgie .....	Hamilton.	Kelly, James.....	Toronto.
Gillam, Walter .....	Grimsby.	Kennedy, Muriel H.	Toronto.
Gilliam, Wilbert .....	Grimsby.	Law, Theodore .....	Toronto.
Maas, Annie .....	Hamilton.	Lawson, Frank .....	Toronto.
Salmon, Albert .....	Hamilton.	Mason, Myrtle .....	Toronto.
Taylor, Joseph .....	Dundas.	McCaul, Alexander...	Toronto.
Etherington, Mabel...	Hamilton.	McCallum, Roy.....	Strange.
Gummo, Gertie.....	Hamilton.	Noble, Edgar.....	Toronto.
<i>Welland:</i>		Peacock, Ada .....	Toronto.
Tossell, Harold.....	Niagara Falls.	Pinder, Clarence .....	Davenport.
<i>York:</i>		Shannon, Anne .....	Islington.
Barclay, Helen.....	Toronto.	Stevens, Grace .....	Toronto.
Bowman, Ellsworth...	Newmarket.	Wilson, Arthur .....	Toronto.
Brown, Frederick ...	Toronto.	Watson, Muriel .....	Toronto.
Brown, Lily .....	Toronto.	Marks, Jennie .....	Toronto.

## Statement of Cost per Pupil, September 30, 1905.

HEADING OF EXPENDITURE	Total Exp. year ending Sept. 30, 1904	Yearly Cost per pupil Sept. 30, 1904	Weekly Cost per pupil Sept. 30, 1904	Total Exp. year ending Sept. 30, 1905	Yearly Cost per pupil Sept. 30, 1905	Weekly Cost per pupil Sept. 30, 1905
Medical Dep't.....	\$1,079 43	\$ 4 55	\$ 09	\$ 393 44	\$ 1 75	\$ 03
Butcher's Meat, Fish.....	3,227 43	13 62	26	3,189 76	14 24	27
Flour.....	1,194 21	5 04	10	1,439 09	6 42	12
Butter and Milk.....	2,431 78	10 26	20	2,409 37	10 75	21
General Groceries.....	2,631 69	11 10	21	2,670 54	11 92	23
Fruit and Vegetables.....	684 23	2 90	06	803 97	3 59	07
Bedding and Clothing.....	878 73	3 70	07	689 16	3 08	06
Fuel.....	6,539 26	27 59	53	6,773 92	30 24	58
Light.....	1,017 00	4 29	08	1,018 20	4 55	08
Laundry.....	667 90	2 82	05.5	788 56	3 52	07
Books and Apparatus.....	449 66	1 90	04	409 71	1 83	04
Printing, Postage, etc.....	835 98	3 53	07	885 70	3 95	08
Furniture.....	419 87	1 77	03.5	671 95	3 00	06
Farm.....	652 74	2 75	05	964 71	4 31	09
Repairs.....	873 66	3 68	07	1,212 79	5 41	10
Sewage Works.....	366 00	1 55	03	384 90	1 72	03
Water.....	900 00	3 80	07	900 00	4 02	08
Miscellaneous.....	697 24	2 94	06	1,097 20	4 90	10
Salaries and Wages.....	25,313 99	106 81	2 05	24,730 98	110 41	2 12
	\$50,860 80	\$214 60	\$4 13	\$51,433 95	\$229 61	\$4 42

Average No. of Pupils 1903-04.....	237	Average No. of Pupils 1904-05.....	224
Annual Cost " " .....	\$214 60	Annual Cost " " .....	\$229 61
Weekly " " " .....	4 13	Weekly " " " .....	4 42

Certified correct.

M. COCHRANE,

*Bursar.*







# REPORT

OF THE

# Minister of Education

Province of Ontario

FOR THE YEAR

1905

PART II.

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



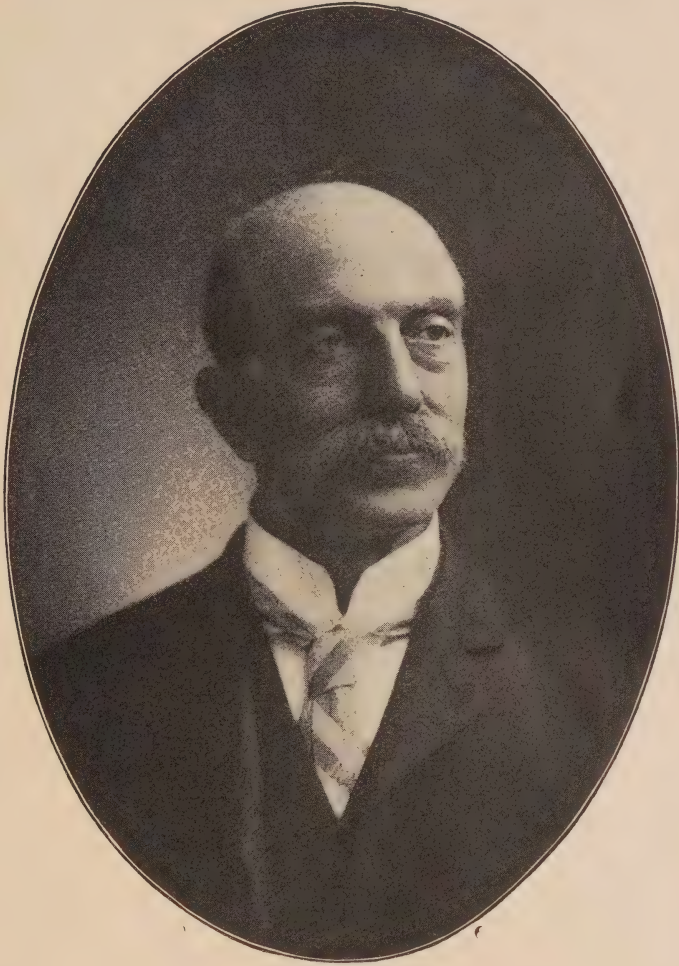
TORONTO :

Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty.  
1906.





WARWICK BRO'S & RUTTER, LIMITED, PRINTERS  
TORONTO.



THE LATE JOHN MILLAR, B.A.

## The Late John Millar, B.A.

Deputy Minister of Education for Ontario, 1890-1905.

The death of Mr. John Millar, Deputy Minister of Education, was an event so much regretted in educational circles as to call for some reference in the official records of the Department, as well as some expression of appreciation of the work he was so assiduous in performing. Mr. Millar's relations with the teaching profession were those of a friend and counsellor. This was well shown in his administrative position when he championed the cause of his underpaid professional brethren. He advocated throughout life the imparting of character before knowledge—Christian culture before erudition. In his work "Canadian Citizenship," he says: "To teach children grammar, chemistry, etc., without teaching them that passions uncontrolled, impulses unrestrained, and appetites unregulated, are sure to bring irretrievable ruin, is to omit the best training of citizenship."

He was ever considerate of others, as all with whom he was associated in official life or otherwise could testify, and many found in him a friend of alert sympathies and never failing unselfishness. His deep devotion of many years to his duties has left high traditions connected with the office of Deputy Minister of Education.

Mr. Millar was born in Ireland in 1842, and while only a few months old he came to Canada with his parents, who settled in the Township of Brock, in the County of Ontario, and it was in one of the public schools of that township that he received his elementary education. When seventeen years of age he received a certificate of qualification as teacher, and he began to teach in one of the rural schools of the township. At the completion of the term for which his certificate was valid, he attended for one session the Toronto Normal School, and was awarded a Second Class Grade A certificate. After attendance for the succeeding session he obtained a First Class Grade A certificate. In the following two years he taught in the Township of Barton, in the County of Wentworth, and for the next five years in the schools of the City of London. During this latter period Mr. Millar became an extra-mural student of the University of Toronto in the Faculty of Arts, and after attendance for a short period at University College he received the degree of Bachelor of Arts from the University of Toronto in 1872. In 1870 he was appointed



Assistant Master in the St. Thomas High School, of which he became Principal in 1875. Under his management it underwent such development that it was raised to the rank of Collegiate Institute. While serving as its Principal, he acted as Principal of the Public Schools of St. Thomas. He prepared himself also for special service in connection with the public schools by obtaining qualification as a Public School Inspector.

Mr. Millar's energies brought him into a wider field. He took a very deep interest in educational problems, and because of his experience in these he served two years as Chairman of the High School section of the Ontario Teachers' Association, and was twice elected to represent the High Schools of Ontario in the Senate of the Provincial University, serving in that capacity four years (1884-1888).

It was, one may say, on account of his wide experience in teaching in the Public and High Schools of the Province, as well as because of his capacity to deal in an executive way with educational matters, that he was in 1890 appointed by the Provincial Government Deputy-Minister of Education, in succession to the late Mr. Alexander Marling, who died in that year. From that time his work was official and executive, but he spent his holidays each year in mastering the details of some new problem in education, and for this purpose went on several occasions on tours of inspection of educational institutions in the United States. The results of these investigations were presented in the form of reports to the Minister of Education, some of which were published. Among these may be named : "The School System of the State of New York" and "Technical Education ; A Visit to the Schools of Massachusetts, and Opinions on the Subject." He served in 1895 as Vice-President of the Dominion Educational Association, and was in 1904 elected President for the meeting to take place in 1907.

Mr. Millar during his service as Principal of the Collegiate Institute annotated several editions of the English Classics selected for the High school curriculum. After his appointment as Deputy Minister he continued his literary work, and in 1893 appeared "The Educational System of the Province of Ontario," which he had prepared for distribution at the World's Fair of Chicago of the previous year. He was the author of "School Management" (1896), which is authorized for the teaching profession of the Province ; of "Books : A Guide to Good Reading," which appeared in 1897, and also of "Canadian Citizenship," which was published in 1899.

---

Mr. Millar was married twice, his first wife, Miss Susan Dingle, of Barton, dying in 1889. His second wife, Kate, daughter of the late Neil McCallum of the Township of North Dorchester, survives him. He was an active member of the Methodist Church, and took a strong interest in its work, being a member of the Official Board of Central Methodist Church, Toronto.

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## THE RITTENHOUSE PUBLIC SCHOOL.

The Rittenhouse Public School, illustrations of which appear herewith, is Union School Section No. 1 Township of Clinton and No. 2 Township of Louth. It is in a pretty location, three-quarters of a mile from Jordan Harbour on Lake Ontario, and one mile from Jordan Station on the Grand Trunk Railway.

The school building was erected in the year 1890 and owes its existence chiefly to the generosity of Mr. M. F. Rittenhouse, now of Chicago, but formerly a pupil of the old stone school, which the present building displaces. While on a visit to the home of his youth in the above year, Mr. Rittenhouse conceived the idea which resulted in the erection of a school building with internal equipment and outside surroundings that are truly models of neatness, beauty and practical utility.

The premises are very tastefully laid out, and include two ample play grounds for summer, and an open air skating rink and toboggan slide for winter. Native and imported trees and shrubs have been set out, and beds of flowers and a fountain beautify the front.

The school is probably the best equipped rural school in Canada. It has an excellent concrete basement and winter play room for small children, and is heated by a hot water furnace. The school room is provided with the latest and best single desks; its floor is covered with linoleum and its walls artistically hung with pictures. In one wing to the south is the library of over two thousand volumes, including the Encyclopædia Britannica, books of art, and the leading English and American magazines. The wing to the north is used as a museum, in which may be seen specimens of the plants, insects and minerals of the district.

Immediately in front of the school and across the road is Victoria Hall; attached to it is the caretaker's residence and to the north a driveway and sheds for horses. Victoria Hall stands on a plot of two acres, mostly wooded; the building, together with its land and equipment, was also the gift of Mr. Rittenhouse. The hall is used for school entertainments, and for public lectures, and to assist in securing good talent for these latter the benefactor has provided for an annual grant.

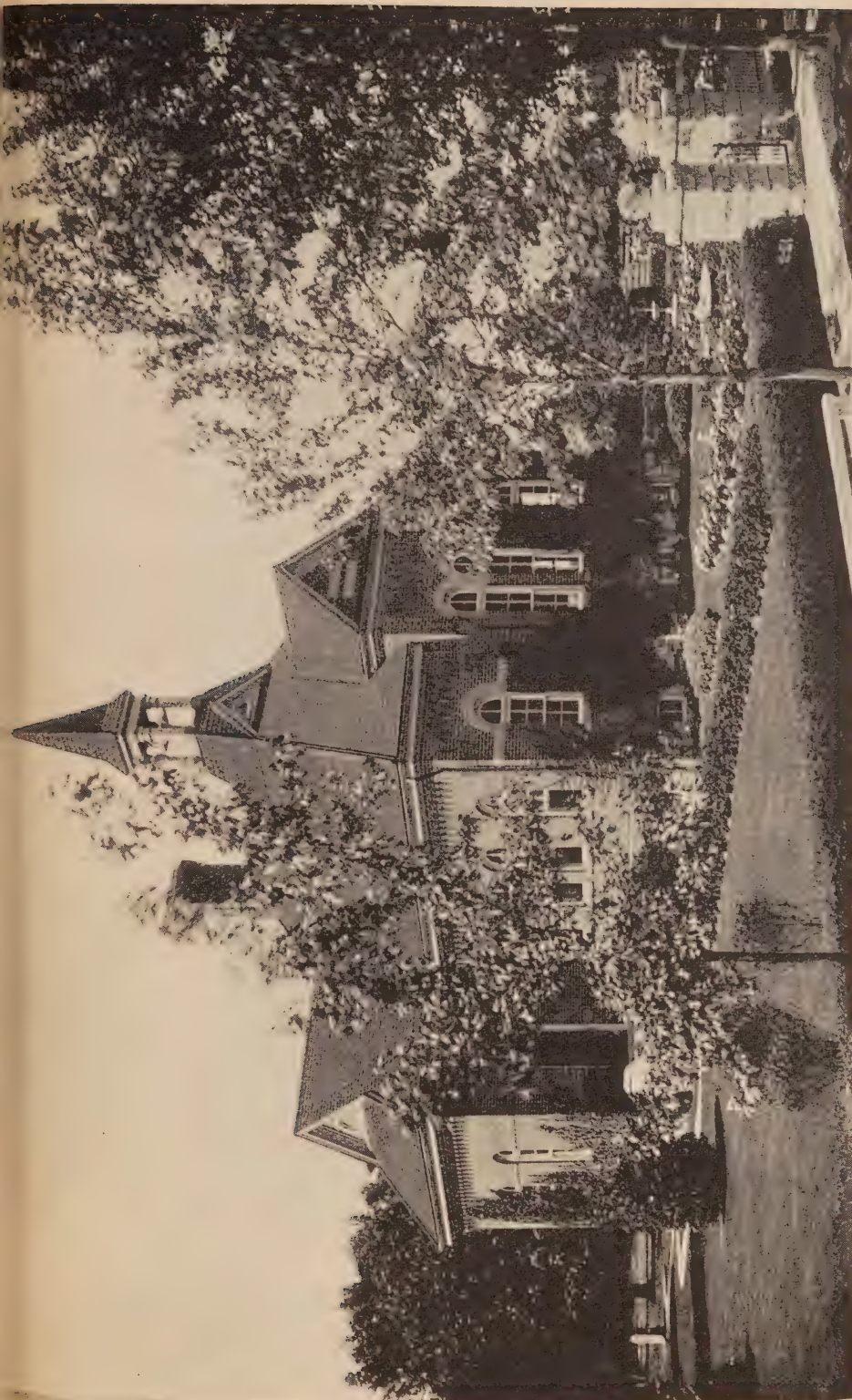
The hall has a seating capacity of six hundred, is equipped with opera chairs, a large stage with fixture, a piano and a good projection lantern. It is heated by steam and lighted by acetylene gas. Water is supplied to the school, the hall, and the grounds by means of a gasoline pumping engine at the lake.

The cost of this public hall, its surroundings and equipment has been over sixteen thousand dollars. Attached to the hall, on the south side, is a conservatory for the care of flowers in winter, and to provide nature study material for the pupils. Plans are also in preparation, by Mr. Rittenhouse, for the improvement of the walks and of the road from the lake to the Grimsby line, and for the introduction of school gardening.

A very interesting object lesson is here given that may be the inspiring cause of many other localities being similarly benefited by men of wealth and public spirit.







THE RITTENHOUSE PUBLIC SCHOOL.  
(Arboretum, view of front.)

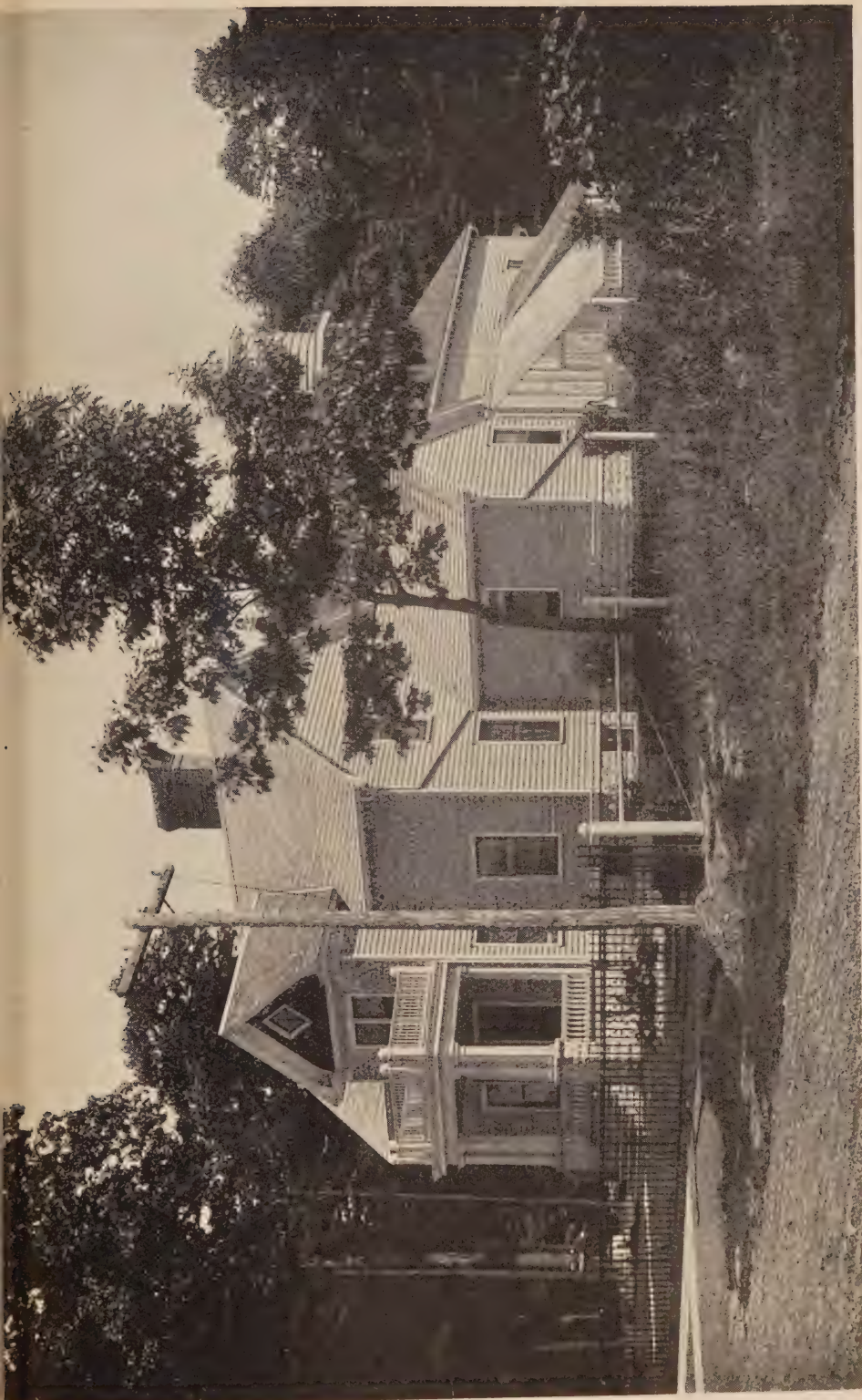




THE RITTENHOUSE PUBLIC SCHOOL.  
(Victoria Hall and Residence, front view.)



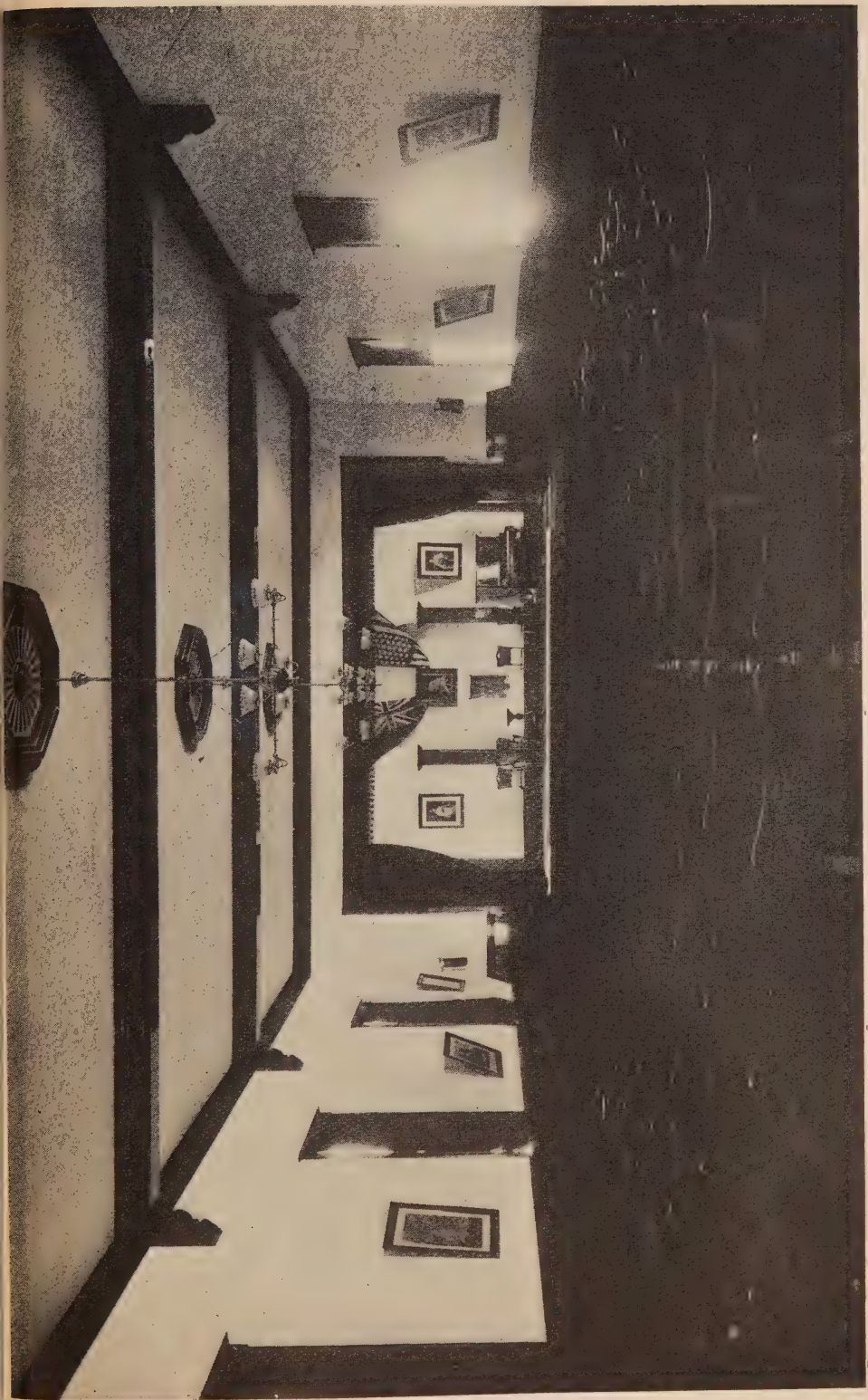




THE RITTENHOUSE PUBLIC SCHOOL.  
(Victoria Hall and Residence, side view.)







THE RITTENHOUSE PUBLIC SCHOOL.  
(Victoria Hall.)



# REPORT

OF THE

# MINISTER OF EDUCATION

For the Year 1905.

## PART II.

### APPENDIX M—MANUAL TRAINING AND TECHNICAL EDUCATION.

#### REPORT OF THE INSPECTOR.

HON. R. A. PYNE, M. D., M. P. P.,  
*Minister of Education,*  
*Education Department, Toronto.*

SIR,—I have the honour to submit herewith my fifth annual report on Manual Training, Art Instruction and Technical Education as carried on in the schools of this Province during the year ending December 31st, 1905.

It was written of old "of making many books there is no end," and if the word "books" were changed to read "reports" it would be just as true. On this subject many reports have been presented to the Education Department in times past, but what they have accomplished, what notice has been taken of them, and what effect they have had it would be difficult to discover. Of these reports the chief are :

"Schools of Technical Science"	—Hodgins and Machattie....	1871
"Technical Education"	—Ross.....	1889
"Technical Education"	—McEvoy .....	1900
"Technical Education"	—Millar .....	1899
"Manual Training"	—Seath .....	1901
"Learning How to Do"	—Bengough .....	1902
"Domestic Science"	—Hoodless .....	1899

#### Reports of Inspector of Technical Education, 1901-2-3-4.

All the above have been printed and published, but as far as practical application have not received the attention the importance of some of them deserves. This is presented with the hope that it will meet a better fate and that neither apathy, indifference nor mistaken economy will prevent earnest consideration of the suggestions made.

As the subjects under my charge are still in the process of introduction and, where introduced, of development, it will be neither possible nor desirable to avoid repeating observations that I have previously made, and the necessity for doing this will exist until their purpose is understood, their benefits appreciated, and their adoption general. Thirty-five Manual Training centres are now established as follows: Toronto (7), Ottawa (10), Guelph (3), Brockville, Alvin-ton, Cornwall, Woodstock, Kingston, Brantford, Essex, Renfrew, Cobourg, Hamilton (2), Berlin, Ingersoll, Stratford and London. Preparations are being



made to install a department for this work at Galt, St. Thomas, Owen Sound and Sault Ste. Marie, which centres it is hoped will be in active operation at the re-opening of the schools in September, 1906.

Twenty-five centres, in which Household Science is taught, are aided by the Department. These are situated as follows: Toronto (9), London (2), Hamilton (3), Guelph (3), Ottawa, Renfrew, Berlin, Stratford, Brantford, Woodstock, Belleville, Kingston.

The organization of the school is much simplified where these two departments are taken together, as both boys and girls are thus provided for.

The basis of a thoroughly practical education is the Kindergarten. "As the child is father of the man, so the Kindergarten is father of the Manual Training School. The Kindergarten comes first in the order of development and leads logically to the Manual Training School. The same principle underlies both. In both it is sought to generate power by dealing with things in connection with ideas. Both have common methods of instruction and they should be adapted to the whole period of school life and applied to all schools."

The next step from the Kindergarten is the Art and Constructive Work, which was placed in the curriculum in August, 1904. I am of opinion that the inclusion of these subjects in the course of study marks one of the greatest reforms that have taken place in our educational system in many years, though it will probably be long before their influence will be generally admitted and recognized. It is obvious that the history of these practical subjects in the Public School repeats that of every reform movement. It is natural that they should be looked upon as unnecessary and undesirable innovations by those who feel that the old methods are good enough and that what was good enough for the parents is good enough for the children.

"Whatever has been shall be,  
As did the fathers so do we."

It is likewise natural that these new methods should receive scant welcome from those who are wedded to the use of the old. Notwithstanding all this these subjects are gradually being adopted wherever the qualifications of the teacher admit of him successfully teaching them, and whenever adopted, they are received with enthusiasm by the children and later by the parents. Much however, remains to be done before every child in the Province has the opportunity given to do some practical work, the doing of which will bring into play those powers by which he or she will in later years have to earn a livelihood.

All students now graduating from the Normal Schools have such a course in constructive work as will enable them to successfully teach these subjects, but there are many teachers employed in the schools of the Province who have not had the advantage of this training, and something should be done in order to help these in this newer work. Some steps, which suggest themselves, are as follows:

1. Centres of Instruction, to be held during the evenings or on Saturdays might be established in the larger towns for the teachers of the neighborhood.
2. More attention should be given to these subjects in the various Teachers Institutes throughout the Province — in the way of practical demonstrations of the methods of teaching this work, rather than academic discussions on its advantages.
3. Bulletins might be issued by the Department such as are issued by various educational bodies in the United States. These would describe methods, material, courses, principles, etc., to be followed in the adoption of the work.

4. Several libraries of the most helpful books should be formed by the Department and circulated amongst the teachers through the medium of their Institutes. These could well be accompanied by a short explanatory pamphlet.
5. Three months' courses should be established at the Macdonald Institute for the purpose of instructing teachers in Primary Manual Training, and inducements should be offered to them to take up the work.

The purpose of education has been said to be the making of good citizens. Before a man can become a good citizen he must be capable of doing two things :

- (1). Earning a livelihood for himself and those dependent upon him ; and
- (2). Performing some useful service to the community in which he lives.

Ninety-five per cent. of the boys and girls in our schools will probably have to earn their livelihood by the work of their hands, and our curriculum in view of this fact should have some concern with the life to be lived by the pupil after leaving the four walls of the school room. This ideal of educational effort is gradually coming to be accepted by the most progressive nations. In our own Province 56.93 per cent. of the children attending the schools are receiving their education in rural districts, and consequently the kind of education given in the rural school becomes of great importance. Practical work of some kind or other should have a recognized place in all these schools. This is as necessary to the boy and the girl in the rural school as it is to the pupil in the town school. Of course the rural child has greater opportunities of doing things around the house and on the farm than the town boy, but, what is needed is a systematic course of well ordered practical work, combining in perhaps equal proportions, two elements, the educational and the utilitarian. In the home the utilitarian aspect predominates to the exclusion of the educational. Two obstacles seem to stand in the way of the general introduction of hand work into the rural school :

1. The inability of the teacher to take up these newer branches ; and
2. The general opinion of the section that education is a matter of books only, and that time devoted to anything else is wasted and mis-spent.

The first of these difficulties will gradually be removed by the steps which are being taken in all our normal schools to train the teachers in these newer subjects, and by the adoption of such steps as have been suggested above. The removal of the second also lies very largely in the hands of the teacher. The teacher who thinks his (or her) duties ended directly the schoolroom door is locked, has not yet reached the right conception of his duties. The school should be the centre of the social life of the community, and it is part of the teacher's work to educate the parents and ratepayers of the section. The people need education as much as the children, and the teacher has it in his power to show the parents not only the educational value of the handwork and the part it has played in the development of the race, but also its after effects in practical life, and he should lay stress upon the fact that the man who only knows but cannot "do" is but a drone in the hive.

The Agricultural Department of this Province has achieved much success by the adoption of up-to date business methods in spreading right ideas of, and the necessity for scientific-practice in agricultural operations. The travelling dairy school adopted in some Provinces is a prominent example. I can not see why some of the same business sense could not be applied to educational affairs. A travelling Manual Training and Household Science School could do good work, not only in explaining to the parents by striking object lessons the place and purpose of these subjects, but also in giving practical instruction to the boys



and girls of the Province. Such a school could be located in a suitable district for say one year and then moved to some other locality. Many sections which do not now understand the educational and practical significance of Manual Training and Household Science would be thus induced to take them up.

The moulding and training of public opinion along right lines in educational matters is or should be part of the function of any Department of Education. During the year large public meetings have been addressed in Cornwall, St. Catharines, Sault Ste Marie and Ottawa, and arrangements have been completed to deliver nearly one hundred illustrated lectures in various parts of the Province during 1906 on "Practical Education." It is hoped by means of these lectures to show what other parts of our own Province are doing and also to inspire enthusiasm, interest and discussion from what other countries have to show us. We have talked long and enough on these subjects, and it is thought by exhibiting, through a powerful lantern, actual photographs of the schools, equipments and work of other nations that a "divine discontent" may be aroused and the people incited to follow the example of the United States, Germany and Japan and "invest" their money in educational effort.

Though considerable progress has been made in the introduction of Manual Training and Household Science into the Public and High Schools, yet beyond this we have accomplished little in the way of real Technical Education. Manual Training is not strictly Technical Education, but bears the same relation to it as the alphabet does to literature. These subjects have a strong utilitarian element yet their distinctive aim is educational and only secondarily utilitarian. In the School of Practical Science, the School of Mines and the Ontario Agricultural College we have institutions of the highest technical grade, but we have as yet no efficient feeders to these schools. We need two new types of schools—Agricultural High Schools and Technical High Schools. Numerous examples of these are to be found across the border and will well repay careful investigation. At various suitable centres Agricultural High Schools should be established. These would have preparation for rural life as their objective point and prepare in some degree for the higher work of the Agricultural College. The American Manual Training High School which is a type we could well adapt prepares students for industrial pursuits by a parallel course of academic and practical instruction—the one helping the other. One such school in the States has adopted the following for its motto:—

"Hail to the skilful cunning hand  
Hail to the cultured mind,  
Striving for the world's command  
Here let them be combined."

Such a school should

- (1.) Offer three or four year courses for those boys and girls whose bent is industrial rather than academic, and
- (2.) Have a well thought out plan of evening classes for those engaged at the trades during the day.

We have no Technical High School in this Province, for the one to which that name is attached is, for reasons which need not be here specified, totally unfit to bear the name. Boards of Trade, Manufacturers' Associations and Labour Organizations are taking great interest in these subjects, and all are becoming convinced that our industrial future depends very largely on these educational facilities being offered. That the people will avail themselves of these educational opportunities is shown by the astonishing success of those American Correspondence Schools, which profess to give instruction in technical subjects. It is estimated that \$1,500,000 is annually paid out of this Province to the most successful of these schools in the States, owing to the fact that no facilities exist in our own Province for obtaining the necessary instruction—



instruction which will have a direct bearing on the amount of wages received at the end of the week. The report of the Mosely Commission accentuates this strongly, and the organizer of that Commission is showing his opinion of the practical nature of American education by sending his two sons to Technical Schools in the United States. Probably, the nation that has made the greatest progress along these lines in recent years is Japan. In that country, according to a late official report, there are 869 Technical Schools, and the Japanese attribute a great part of their success among the nations of the earth to their enlightened educational policy. The aim of Technical education is to effect a rise in the level of intelligence and efficiency among all on whom our industries depend, in the confidence that this will mean to the workmen increased wages and increased power of adaptation to the changes which so often dislocate our industries. And we must keep in view the fact that the interests of all are vitally concerned in the maintenance of a high standard of excellence among those on whom may depend our power to maintain a place in the markets of the world and the very subsistence of a large portion of our population. The employers of labour throughout the Province could encourage the spread of Technical Education by giving preference to those who are making an effort to obtain it, and by granting privileges in the way of time or bonus to those of their employees who are attending classes for their own improvement, and incidentally for the benefit of their employers. Some English manufacturers allow the young men employed by them to reach the factory one or two hours later in the morning if they have been attending an approved Technical class the evening before, while others have established classes within their own works, and offer increased wages to all those successfully taking the courses offered.

In the educational and general literature of the past twelve months, the question of trade schools has received much attention. In the United States the necessity for their establishment has been repeatedly urged. It is neither possible nor desirable for us to adopt the educational systems or the type of schools existing in any foreign country, but from all of them we may get suggestions that will help us to settle our own educational problems according to our own peculiar requirements. Regarding the success of Trade Schools in Germany, Governor Douglas of Massachusetts says:

"The method of conducting trade schools in Germany and the thoroughness of the education are the best in the world. Germany saw the need of such schools many years ago. Trade schools were organized, graduates sent out, and the effect was so marked on the industrial situation that other countries were attracted by the progress made, and finally realized that Germany was distancing them in excellence of her manufactured goods. Germany with her technical schools and army of educated workers, has demonstrated that great economic principle that finer and better goods can be manufactured at a less cost than by uneducated and unskilled labour. Throughout the empire of the Kaiser, trade schools are to be found in all the cities, towns and large villages. New factories are springing up everywhere and Germany is increasing her export trade wonderfully. In Berlin, as well as in most German cities, trade schools for shoemakers, tailors, carpenters, metal workers, masons, etc., are being conducted with friendly relations with the labor unions, and in many cases the boards of inspection have upon them members of trade unions."

There can be little doubt that the immense strides Germany has taken in supplying the world's markets are in no small measure due to this policy. The urgent need of consideration of this question is well set forth by Governor Douglas, thus:

"Trade schools have been made necessary to the community by the great changes that have taken place in the last generation in processes of production.

Formerly the master gave time to the young men in order to bring them up in his business. He could give his personal attention to the young man, who was accordingly apprenticed to him to learn the trade. The system of apprenticeship properly belonged to a condition of production where the young man could meet his employer and be taught. Under the present system of production it is impossible for the employer to give personal care to the young man who wishes to learn a trade.

"The apprenticeship idea cannot meet the requirements of the present factory system. It has been outgrown. We must find a broader, larger way to assist the young man who desires to learn. The school for the many who may learn at once must take the place of the master who formerly taught his apprentices.

"The specialization by which one worker learns but a minute part of the whole process in manufacturing any commodity tends to narrow his capacity and prevent his obtaining a complete knowledge of his art. The extent to which the present factory system has limited the range of the workman can only be appreciated by those who have given the matter careful examination; but it is undoubtedly true to-day, and each year is becoming more true, that the introduction of machinery, supplanting hand work and a general knowledge of the business, and introducing in place of it a special knowledge of one minute part, has caused a weakness in our industrial system which should be properly compensated for."

So important is this question now considered in the State, that a Commission has been appointed to investigate the whole subject of practical education and its relation to the industries. There can be hardly any doubt that there is a demand for instruction which shall qualify both directly and indirectly for the mechanical trades. Various manufacturing interests are constantly impressing upon our educational authorities the fact that they are suffering from the absence of training which will fit our youth for them. This need has been kept in the background owing to our great wealth of natural resources, the importation of skilled labour, and foreign competition being shut off by means of a protective tariff; but the need is real and vital, and during the past few years it has begun to assert itself. We were once a purely agricultural people, but are rapidly becoming a nation of manufacturers. When we compare our almost total lack of this training, with the scientific organization of instruction in Germany, the wonder is that so much has been accomplished industrially, and we must be impressed with the danger of neglecting to provide this training for the future. The report of the Mosely Commission, lately sent to the United States, is full of convincing arguments of the necessity of this instruction for any nation that aspires to achieve an industrial position among the nations of the earth, and the organizer of that Commission shows the faith that is in him by sending his two sons to American Schools.

Closely connected with Technical Education, if not actually a part of it, are the subjects of Art, Design and Mechanical Drawing. Every manufacture depends in some way or other on an adequate knowledge of these subjects. A New York firm of bootmakers pays a man \$5,000 a year for the designing of shoes. Six years ago, there were in this Province half a dozen Art Schools so called: last year there were three, and this year there are two, both of which are tottering to their fall through inability to meet modern requirements owing principally to the lack of adequate financial support. The Province has surely arrived at a stage in its development when it can support a properly equipped and efficiently taught Provincial Art School. The mistake has been made in the past of frittering away our energies on half a dozen small and inefficient school-efforts which, if concentrated on one, would have achieved success and have accomplished something for the industrial development of the Province.



The Macdonald Institute which has been established by the Provincial Government for the training of teachers in Manual Training, Household Science and Nature Study should be better known to and more widely used by the teachers of the Province. A bonus has been offered to teachers taking up Nature Study with beneficial results, and this practice could be well applied to Manual Training—particularly primary Manual Training or Constructive work. One of the crying needs of the Public Schools to-day is teachers who can take up the newer work of the curriculum. A three months' course for this work should be established at the Institute, and a small bonus offered to suitable teachers as an inducement. A Certificate should be granted by the Department, and Boards of Education throughout the Province should be willing to pay a higher salary to those teachers holding it. It is, at present difficult to see where teachers are to be secured for the newer centres that are being opened in September unless some such inducements are offered teachers to encourage them to take up the work. The plan of granting a degree to properly qualified teachers with the necessary academic qualifications as is done at Columbia University, and as is now done in connection with Household Science, is worthy of consideration. In the Provincial Museum we have an excellent institution which deals admirably with the records and relics of the past. But we need in the Provincial Museum, which shall have for its object the growth of the present and the development of the future, an industrial museum which would show the development of machinery from its first conception to the masterpiece of to-day; methods of manufacture from the raw product to the finished article; the conservation of energy and the development of power; all of which would do much towards stimulating thought and ingenuity along industrial lines. Such museums form an integral part of many of the highest technical institutions in Germany.

Two years ago a very successful exhibition was held in Toronto consisting of classes at work in Manual Training and Household Science. These classes were visited by many thousands of people and excited much interest. It is a point to be considered whether a permanent educational building should not be erected in the Exhibition grounds for the purpose of demonstrating the value of this training to the people who provide the sinews of war, for efficiency of education depends very largely on adequate expenditure.

During the year I have carried on correspondence with many teachers in the Province on Construction Work, answering their questions and removing their difficulties. Letters have also been received from South Africa, Australia, New Zealand, Japan and many parts of the United States, making enquiries about the work we are doing. These have been answered giving all information possible.

As requests have continually been received during the past two years for information concerning books on Practical and Technical subjects considerable time was spent in preparing such a list for publication by the Department as a bulletin. Over five hundred books have been carefully examined and four hundred included in the list submitted to you. Each book has been briefly described in order that the teacher in search of a book may have something more to go by than a mere title.

This report is somewhat shorter than usual owing to the immense amount of work entailed by preparation for the practical carrying out of my lecture tour throughout the Province.

Thanking you for the great help and encouragement you have given me in my work.

I am yours obediently,

TORONTO, February, 1906.

ALBERT H. LEAKE



## APPENDIX N.—COUNTY

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with first class certificates.	No. with second class.	No. with third class.
1 Athens .....	C. R. MacIntosh .....	I	\$ 800	1901	All day .....		4	1
2 Barrie .....	W. J. Hallett .....	I	1,000	1893	" .....	2	6	
3 Beamsville .....	H. J. Talbot .....	I	700	1905	" .....		4	
4 Berlin .....	J. Suddaby .....	I	1,150	1877	4 <sup>3</sup> / <sub>4</sub> hours .....	1	7	
5 Bracebridge .....	Wm. Rannie .....	I	†280	1902	All day .....		6	3
6 Bradford .....	A. N. Scarrow .....	I	800	1902	" .....		4	
7 Brampton .....	Jas. A. Underhill .....	I	875	1903	" .....		9	
8 Brantford .....	*J. P. Hoag, B.A. ....	I	1,300	1904	" .....	7	36	1
9 Caledonia .....	John B. Widdis .....	I	700	1902	" .....		3	
10 Chatham .....	J. W. Plewes .....	I	1,300	1900	" .....		18	
11 Clinton .....	W. R. Lough .....	I	900	1884	" .....		5	1
12 Cornwall .....	S. J. Keys, B.A. ....	I	1,000	1902	" .....		12	
13 Durham .....	Thos. Allan .....	I	800	1888	" .....		4	
14 Eloro .....	D. T. Wright .....	I	800	1903	" .....	1	4	
15 Forest .....	Jas. Campbell .....	I	800	1894	" .....		5	
16 Gananoque .....	J. C. Linklater .....	I	1,050	1888	" .....	1	8	2
17 Goderich .....	Jas. H. Tigert .....	I	850	1902	" .....	3	7	1
18 Hamilton .....	John B. Robinson, B.A.	I	1,050	1902	" .....	5	3	1
19 Ingersoll .....	H. F. McDiarmid .....	I	1,000	1885	" .....	3	11	
20 Kincardine .....	W. B. Beer .....	I	850	1903	" .....		7	
21 Kingston .....	R. F. Greenlees .....	I	800	1902	" .....	4	44	
22 Lindsay .....	G. E. Broderick .....	I	1,200	1888	" .....	2	18	
23 London .....	G. B. Kirk .....	I	1,225	1900	" .....	1	8	
24 Madoc .....	P. H. Huyck .....	I	700	1905	" .....		5	1
25 Meaford .....	M. N. Clark, B.A. ....	I	900	1899	" .....		7	1
26 Milton .....	W. F. Inman .....	I	800	1893	" .....	2	4	1
27 Minden .....	W. T. Arthurs .....	II	525	1904	" .....		1	1
28 Morrisburg .....	C. D. Bouck .....	I	700	1904	" .....	1	3	3
29 Mount Forest .....	G. R. Theobald .....	I	950	1900	" .....	1	7	
30 Napanee .....	C. H. Edwards, B.A. ....	I	1,000	1899	" .....	2	6	1
31 Newmarket .....	J. F. Harvey, B.A. ....	I	800	1903	" .....	3	4	
32 Norwood .....	R. H. Leighton .....	I	700	1902	" .....		4	
33 Orangeville .....	M. N. Armstrong .....	I	800	1885	" .....	2	9	
34 Owen Sound .....	T. A. Reid .....	I	1,100	1894	" .....		10	1
35 Parry Sound .....	A. M. Currie .....	I	900	1896	" .....	1	6	4
36 Perth .....	M. M. Jaques .....	I	1,000	1884	" .....		7	3
37 Picton .....	T. C. Tice .....	I	900	1905	" .....	1	5	2
38 Port Hope .....	A. A. Jordan .....	I	1,100	1903	" .....	1	13	1
39 Port Perry .....	R. F. Downey .....	I	800	1902	" .....	1	4	1
40 Prescott .....	H. W. Kerfoot, B.A. ....	I	1,000	1903	" .....	1	5	1
41 Renfrew .....	Jno. E. Anderson, B.A.	I	800	1905	" .....		8	1
42 St. Thomas .....	*S. Silcox, B.A., D. Paed.	I	1,350	1899	" .....		9	2
43 Sault Ste. Marie .....	Jno. M. Kaine .....	I	1,000	1904	" .....	2	8	
44 Sarnia .....	A. Wark .....	I	1,000	1877	" .....		8	
45 Simcoe .....	I. S. Rowat .....	I	800	1889	" .....	2	6	
46 Stratford .....	*J. Russell Stuart .....	I	1,300	1887	" .....	6	22	1
47 Strathroy .....	Thos. Dunsmore .....	I	850	1882	" .....		8	
48 Toronto .....	W. E. Groves .....	I	1,600	1895	" .....	1	9	
49 Toronto Junct'n .....	Wm. Wilson .....	I	1,100	1889	" .....	1	10	
50 Vankleek Hill .....	S. A. Hitsman .....	I	750	1904	" .....	1	3	
51 Walkerton .....	W. R. Manning .....	I	850	1902	" .....	2	7	
52 Welland .....	Jno. Flower .....	I	700	1905	" .....		3	2
53 Whitby .....	J. A. Brown .....	I	950	1877	" .....	1	2	1
54 Windsor .....	David M. Eagle .....	I	1,100	1901	" .....	1	9	
55 Woodstock .....	S. Nethercott .....	I	1,000	1893	" .....		25	3

Totals ..... 9 University graduates .. 54 I-1 II † \$940 ..... 63 470 41

\* Also Inspector of Public Schools. † For the term. ‡ Average annual salary.

## MODEL SCHOOLS, 1905.

No. with other classes.	Time assistant relieved Principal from Public School work daily.	Is separate room provided?	No. of volumes in professional library.	Government grant.	Municipal grant.	Fees.	No. of divisions in school or schools.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1	All day	Yes	30	\$150	\$150	\$205	5	5	8 or 9	8 or 9	4 weeks	6 weeks
2			170	150	150	160	8	8	4	4	6	6
3	All day	"	194	150	150	85	4	4	4 or 5	4 or 5	5	6
4	"	"	160	300	300	65	9	9	4 or 5	4 or 5	6	6 w'ks & 2 days
5	1	"	150	300	.....	65	10	7	2	2	6	6 weeks
6		"	156	150	150	130	4	4	3 or 4	3 or 4	6	7
7		"	163	150	250	90	9	7	3 or 4	3 or 4	6	7
8		"	150	150	.....	125	45	17	1	1	4	7
9	All day	"	175	150	150	75	4	4	3 or 4	3 or 4	6	6
10	4	"	450	150	150	160	20	18	4	4	2	6
11		"	171	150	150	165	7	7	4 or 5	4 or 5	6	6
12		"	270	150	150	150	12	12	3	3	5	6
13	1	"	120	150	150	50	8	5	5	2	4	6
14		"	169	150	150	150	5	5	5	5	6	7
15		"	166	150	150	110	6	5	5	5	6	6
16		"	203	150	150	40	12	6	2	2	6	7
17		"	168	150	150	135	11	11	5	5	6	6
18	2	"	650	150	150	130	12	9	26	26	3 days	7
19		"	171	150	150	80	14	12	3	3	5 weeks	7
20		"	144	150	150	115	7	7	3 or 4	3 or 4	6	6
21		"	230	150	150	150	45	42	3 or 4	3 or 4	6	6
22		"	90	150	150	115	20	12	2	2	5	7
23		"	146	150	102	190	10	9	4	4	2	4
24		"	275	150	250	95	6	6	3 or 4	3 or 4	4	4
25		"	160	150	150	75	9	7	3	3	6	7
26		"	164	150	200	70	7	5	3 or 4	3 or 4	6	6
27	1	"	205	150	150	55	2	2	5 or 6	5 or 6	7	8
28	All day	"	158	150	150	105	7	7	4	4	6	6
29		"	175	150	150	150	8	7	3 or 4	3 or 4	7	7
30	1	"	250	150	150	125	10	8	3 or 4	3 or 4	6	6
31	All day	"	186	150	175	90	7	6	3	3	6	7
32		"	153	150	150	130	5	5	5	5	7	8
33		"	170	150	150	80	10	8	2	2	7	7
34		"	296	150	150	145	12	12	3	3	5	7
35	2	All day	168	300	.....	75	13	8	3	3	6	6
36		"	180	150	150	150	10	10	3 or 4	3 or 4	7	7
37		"	140	150	150	55	8	8	3	3	5	5
38		"	200	150	300	120	15	15	2	2	6	6
39		"	173	150	150	50	6	6	3 or 4	3 or 4	6	6
40		"	210	150	150	110	7	7	3 or 4	3 or 4	6	6
41		"	150	150	150	210	9	9	5 or 6	5 or 6	5	6
42		"	187	150	150	150	11	11	5	5	5	5
43	All day	"	80	300	.....	60	10	10	3	3	6	6
44		"	165	150	150	145	9	8	3 or 4	3 or 4	6	6
45	All day	"	232	150	150	120	9	8	3	3	6	7
46		"	512	150	150	210	29	29	3	3	6	6
47	All day	"	162	150	150	50	9	9	1 or 2	1 or 2	6	6
48		"	261	150	.....	75	12	11	15	15	2	5
49		"	200	150	150	100	11	11	3	3	6	6
50		"	211	150	450	95	4	4	4 or 5	4 or 5	3	7
51		"	180	150	150	60	9	9	2	2	2	6
52		"	109	150	150	80	5	5	3 or 4	3 or 4	5	6
53	3	"	199	150	150	70	7	7	4	4	6	7
54		"	166	150	150	125	10	10	2 or 3	2 or 3	5	6
55	1	"	300	150	150	105	30	20	2	2	6	8
16	.....	.....	10,873	\$8,850	\$8,327	\$6,075	.....	.....	.....	.....	.....	.....

## APPENDIX N.—COUNTY MODEL

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of such lessons.	Time students remain in a division before passing to another.
1 Athens .....	7	1 to 1½	12	20	68	20 mins.	1 week.
2 Barrie .....	8	2	20	17	27	17 "	1 "
3 Beamsville .....	8	2	9	25	47	20 "	1 "
4 Berlin .....	6	1½	14	20	18	25 "	1 "
5 Bracebridge .....	5	1	7	25	20	30 "	4 days.
6 Bradford .....	6	1½	10	16	41	18 "	4 "
7 Brampton .....	6	1 to 1½	14	20	26	20 "	4 "
8 Brantford .....	4 to 5	1½ to 2	45	22	12	25 "	3 "
9 Caledonia .....	7	1½ to 2½	9	26	43	22 "	1 week.
10 Chatham .....	6	1½	24	22	29	20 "	2 days.
11 Clinton .....	5	2	16	18	37	16 "	3 to 4 days
12 Cornwall .....	5	1	24	20	24	15 "	2 days.
13 Durham .....	4	1	13	15	11	20 "	2 "
14 Elora .....	7	1 to 1½	14	18	32	23 "	3 "
15 Forest .....	6	1½	15	18	24	20 "	1 week.
16 Gananoque .....	6	1½	13	24	15	20 "	1 "
17 Goderich .....	5	1½	27	20	20	20 "	4 days.
18 Hamilton .....	7	1½ to 2	468	22	1	25 "	2 "
19 Ingersoll .....	5	1½	16	15	15	20 "	4 "
20 Kincardine .....	7	1½ to 2	23	22	22	25 "	1 week.
21 Kingston .....	7	1 to 1½	44	19	9	20 "	4 days.
22 Lindsay .....	5	1	30	20	16	25 "	2 "
23 London .....	8	1	9	16	67	20 "	1 day.
24 Madoc .....	9	1½ to 1	16	20	24	20 "	1 week.
25 Meaford .....	6	1	9	18	30	20 "	2 days.
26 Milton .....	6	1	17	20	16	20 "	1 week.
27 Minden .....	6	1	11	20	20	20 "	1 day.
28 Morrisburg .....	6	1½	13	22	47	20 "	1 week.
29 Mount Forest .....	6	1½	15	18	32	20 "	3 days.
30 Napanee .....	5 to 6	1½ to 1½	16	25	39	25 "	1 week.
31 Newmarket .....	5	1½	15	22	24	25 "	1 "
32 Norwood .....	4	1	11	16	36	20 "	2 days.
33 Orangeville .....	6	1	16	24	24	20 "	1 week.
34 Owen Sound .....	4	1½	16	20	36	20 "	2 days.
35 Parry Sound .....	7	1 (4 days per week)	14	26	27	20 "	1 week.
36 Perth .....	7	1½	20	20	33	20 "	1 "
37 Picton .....	8	1	11	24	24	20 "	1 "
38 Port Hope .....	5	1 to 1½	26	18	16	25 "	1 "
39 Port Perry .....	6	1 to 1½	12	24	20	20 "	1 "
40 Prescott .....	6	1½ (3 days per week)	14	20	31	20 "	1 "
41 Renfrew .....	8	1½	21	16	32	20 "	2 days.
42 St. Thomas .....	6½	1	14	19	40	20 "	4 "
43 Sault Ste. Marie .....	6	1	10	24	27	20 "	4 "
44 Sarnia .....	7	1½	22	20	26	20 "	4 "
45 Simcoe .....	4	1½	15	18	29	20 "	3 "
46 Stratford .....	6	1½	80	24	13	20 "	1 week.
47 Strathroy .....	6	½ to 1	27	27	11	20 "	3 to 4 days
48 Toronto .....	4	1	12	20	25	25 "	1 day.
49 Toronto Junction .....	6	1	14	18	26	20 "	3 days.
50 Vankleek Hill .....	4	2 (4 days per week)	11	18	31	18 "	1 week.
51 Walkerton .....	6	1½	13	23	21	20 "	3 days.
52 Welland .....	7	1½	12	15	20	20 "	2 "
53 Whitby .....	6	2½	17	28	23	20 "	4 "
54 Windsor .....	5	1½	14	22	39	20 "	2 or 3 days
55 Woodstock .....	5	2½ to 1	20	22	23	30 "	4 days.
Totals .....							



SCHOOLS, 1905.—*Concluded.*

Number of students on roll.	Male.	Female.	Number who passed the examination.			Number with Senior Teachers' standing.	Number with Junior Teachers' standing.	Number with District certificate standing.	Allowance made by Trustees to Principal's Assistant or Assistants.	Number of renewals granted by the Board.	Average age of students.
			Male.	Female.	Total.						
1	41	9	32	9	41	1	26	14	\$ c.	6	19 years.
2	32	10	22	32	32	1	14	17	135 00	6	19.58
3	17	4	13	4	17	.....	11	6	150 00	4	18.11
4	13	2	11	2	13	.....	9	4	140 00	7	19
5	13	3	10	3	13	.....	4	9	.....	15	19.33
6	26	7	19	7	26	.....	10	16	142 50	2	18.1
7	18	7	11	6	17	1	12	5	125 00	.....	18.25
8	25	9	16	9	25	2	22	1	.....	2	18.66
9	15	6	9	6	15	1	14	.....	150 00	5	19
10	32	5	27	4	31	3	25	4	240 00	5	19
11	33	13	20	13	33	.....	33	.....	120 00	11	19.41
12	29	7	22	7	29	1	11	17	.....	16	19
13	10	3	7	3	10	.....	8	2	200 00	10	19
14	25	9	16	9	25	6	17	2	150 00	7	19
15	22	6	16	6	22	3	19	.....	.....	1	19
16	8	1	7	1	8	.....	6	2	175 00	3	18
17	27	6	21	6	27	2	25	.....	150 00	10	19.4
18	26	8	18	8	26	1	19	6	.....	5	18.3
19	16	5	11	4	15	2	12	2	150 00	.....	19
20	23	5	18	5	23	3	18	2	200 00	4	19
21	23	6	17	6	23	.....	23	.....	.....	9	19
22	23	8	15	8	23	1	20	2	.....	5	19
23	38	8	30	8	38	6	32	.....	490 00	1	18.81
24	19	4	15	4	19	1	11	7	150 00	16	18.58
25	15	2	13	2	15	1	9	5	200 00	.....	19
26	14	5	9	5	14	.....	10	4	150 00	5	19.06
27	11	.....	11	.....	11	.....	.....	11	147 00	4	21
28	29	11	18	11	29	4	21	4	175 00	13	19
29	27	8	19	8	27	3	20	4	130 00	8	18.8
30	25	12	13	12	25	2	18	5	.....	10	19
31	18	9	9	8	16	1	17	.....	150 00	1	20
32	25	10	15	9	24	1	17	7	130 00	3	18
33	16	4	12	4	16	.....	15	1	135 00	16	19
34	29	8	21	7	28	5	19	5	.....	9	19
35	14	3	11	3	14	.....	1	13	.....	14	18
36	33	2	31	2	33	.....	32	1	168 00	7	18.5
37	11	1	10	1	11	1	6	4	150 00	12	19
38	24	8	16	8	24	2	22	.....	.....	1	19
39	10	4	6	4	10	1	9	.....	180 00	9	18.5
40	22	5	17	5	22	1	17	4	200 00	9	19
41	42	5	37	5	42	4	17	21	125 00	27	18.5
42	28	2	26	2	28	3	25	.....	.....	14	18.3
43	12	2	10	2	12	.....	8	4	200 00	5	19.15
44	29	7	22	7	29	4	22	3	.....	2	19
45	24	13	11	12	23	5	17	2	160 00	13	18.66
46	44	10	34	10	44	9	34	1	.....	4	18.5
47	11	4	7	4	11	1	10	.....	175 00	.....	18.81
48	15	.....	15	.....	15	1	13	1	282 00	2	18.72
49	20	2	18	2	20	1	19	.....	.....	2	19
50	19	3	16	3	19	1	12	6	185 00	7	19.2
51	12	6	6	6	12	.....	12	.....	150 00	8	18.5
52	16	.....	16	.....	16	1	10	5	150 00	.....	20
53	14	3	11	3	14	3	11	.....	130 00	2	19
54	25	5	20	5	25	2	21	2	200 00	16	18.7
55	21	3	18	3	21	2	17	2	.....	6	19.4
1,209	308	901	301	885	1,186	94	882	233	.....	.....	18.9

APPENDIX O.—PROVINCIAL NORMAL AND MODEL SCHOOLS, ONTARIO  
NORMAL COLLEGE.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1. Staff of Toronto Normal School.

Wm. Scott, B.A.	Principal.
W. H. Elliott, B.A.	Vice-Principal.
A. C. Casselman.	Drawing Master.
A. T. Cringan.	Music Master.
Jas. H. Wilkinson.	Instructor in Manual Training.
Miss Nina A. Ewing.	Instructor in Household Economics.
Miss Mary E. Macintyre.	Instructor in Kindergarten Principles.
Wm. Oldright, M.D.	Instructor in Hygiene.
Mrs. Jean Somers.	Instructor in Calisthenics.
Mrs. Emma Macbeth.	Instructor in Needlework.
Sergeant-Major D. Borland.	Instructor in Drill.

Students Admitted, Session 1905-6.

Male	6
Female	140
Total	146

2. Staff of the Provincial Model School, Toronto.

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray	First Male Assistant.
Miss May K. Caulfield.	Assistant.
Miss A. F. Laven.	Assistant.
Thomas M. Porter.	Assistant.
Milton A. Sorsoleil.	Assistant.
Miss F. M. Taylor.	Assistant.
Miss A. E. G. Wilson.	Assistant.
Miss Hope Merritt	Assistant.
A. C. Casselman	Drawing Master.
A. T. Cringan.	Music Master.
Miss Mary E. Macintyre.	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor in Calisthenics.
Mrs. Emma Macbeth	Instructor in Needle Work.
Sergeant-Major D. Borland.	Drill Master.
Guy de Lestard.	French Master.
Jas. H. Wilkinson.	Instructor in Manual Training.
Miss Nina A. Ewing.	Instructor in Household Economics.

Number of pupils in 1905.	533
Number of Kindergarten pupils in 1905.	50

II. PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

1. Staff of Ottawa Normal School.

James F. White	Principal.
S. B. Sinclair, M.A., Ph.D.	Vice Principal.
J. A. Dobbie.	Drawing and Writing Master.
T. A. Brown.	Music Master.
Miss E. H. Keyes, B.E.	Instructor in Elocution and Physical Culture.
Miss Eliza Bolton.	Lecturer on Kindergarten Principles.
Alice E. Robertson.	Lecturer on Household Science.
J. S. Harterre.	Instructor in Manual Training.

Students Admitted, Session 1905-6.

Male	3
Female	64
Total	67

## 2. Staff of Provincial Model School, Ottawa.

J. H. Putman, B.A.	Head Master.
J. F. Sullivan	First Assistant.
F. A. Jones	Second Assistant.
Miss Jennie Hilliard	Third Assistant.
Miss M. E. Butterworth	First Female Assistant.
Miss Evelyn Weir	Second Female Assistant.
Miss A. G. Hanahoe	Third Female Assistant.
Miss J. Foster	Fourth Female Assistant.
Miss Eliza Bolton	Kindergarten Directress.
Miss Alf-Baker	Kindergarten Assistant.
J. A. Dobbie	Drawing and Writing Master.
T. A. Brown	Music Master.
Miss E. H. Keyes, B.E.	Teacher of Physical Culture.
Miss Alice E. Robertson	Teacher of Domestic Science.
J. Fleury	French Teacher.
J. S. Harterre	Manual Training Instructor.

Number of pupils, 1905	379
Number of Kindergarten pupils, 1905	61

## III. PROVINCIAL NORMAL SCHOOL, LONDON.

## Staff of London Normal School.

F. W. Merchant, M.A., D.Pæd.	Principal.
John Dearness, M.A.	Vice Principal.
S. K. Davidson	Drawing Master.
Fred. L. Evans	Music Master.
Miss Ada Butchart	Instructor of Household Science.
George McLaren	Physical Instructor.
Miss Jean R. Laidlaw	Teacher of Kindergarten Principles.
Sugden Pickles	Manual Training Instructor.

## Students Admitted, Session 1905-6.

Male	9
Female	84
Total	93

## IV. ONTARIO NORMAL COLLEGE.

## Officers :

J. A. McLellan, M.A., LL.D.,	Principal.
R. A. Thompson, B.A.,	Vice-Principal.

## Faculty :

J. A. McLellan, M.A., LL.D.	Professor of Education.
R. A. Thompson, B.A.	Lecturer on School Management.
J. B. Turner, B.A.	Lecturer on Methods in Chemistry, Botany and Zoology.
J. T. Crawford, B.A.	Lecturer on Methods in Mathematics.
W. M. Logan, M.A.	Lecturer on Methods in Classics.
E. S. Hogarth, B.A.	Lecturer on Methods in Modern Languages.
F. F. Macpherson, B.A.	Lecturer on Methods in Literature, Composition, Reading and Elocution.
S. A. Morgan, B.A., D.Pæd.	Lecturer on Methods in English Grammar and Rhetoric.
A. Paterson, M.A.	Lecturer on Methods in History and Geography.
J. Gill, B.A., B.Pæd.	Lecturer on Methods in Physics.
J. C. McCabe, M.D.	Lecturer on School Hygiene and Sanitation.
G. L. Johnson, B.A.	Lecturer on Writing and Drawing.
Miss M. C. McPherson, B.A.	Domestic Science Instructor.
W. Bailey	Manual Training Instructor.
J. Johnson	Music.
J. J. Syme, Sergt.	Drill, Gymnastics and Calisthenics.



## Students Admitted, Session 1905-06.

Male.....	45
Female.....	125
Total.....	170

## APPENDIX P.—HIGH SCHOOL CADET CORPS, 1905.

Name of School.	Number of Officers N. C. Officers and Boys in the Corps.	Drill.	Remarks of Militia Officers on the Efficiency of the Corps.
Arthur .....	42	Very good....	Satisfactory
Barrie .....	39	Good.....	Satisfactory
Brantford .....	47	Very good....	Satisfactory
Brockville .....	30	Very good....	Satisfactory
Cobourg .....	44	Good.....	Satisfactory
Collingwood .....	27	Good.....	Satisfactory
Dundas .....	28	Very good....	Satisfactory
Galt .....	42	Good.....	Satisfactory
Goderich .....	40	Very good....	Satisfactory
Guelph .....	53	Very good....	Satisfactory
Hamilton .....	40	Very good....	Satisfactory
Ingersoll .....	41	Excellent....	Satisfactory
Lindsay .....	39	Very good....	Satisfactory
London .....	35	Very good....	Satisfactory
Morrisburg .....	39	Good.....	Satisfactory
Mount Forest .....	38	Excellent....	Satisfactory
Napanee .....	43	Very good....	Satisfactory
Newmarket .....	31	Good.....	Satisfactory
Niagara Falls .....	31	Good.....	Satisfactory
Orillia .....	40	Very good....	Satisfactory
Ottawa .....	50	Very good....	Very satisfactory
Owen Sound .....	50	Very good....	Satisfactory
Peterborough .....	44	Good.....	Satisfactory
Ridgetown .....	41	Good.....	Satisfactory
St. Catharines .....	37	Very good....	Satisfactory
St. Thomas .....	57	Excellent....	Very satisfactory
Sarnia .....	44	Good.....	Satisfactory
Seaforth .....	43	Very good....	Satisfactory
Strathroy .....	42	Very good....	Satisfactory
Toronto:			
Harbord .....	48	Excellent....	Very satisfactory
Jameson .....	38	Very good....	Satisfactory
Jarvis .....	46	Very good....	Satisfactory
Public Schools, Toronto:			
Jessie Ketchum .....	52	Good.....	Satisfactory
Dufferin .....	50	Good.....	Satisfactory
Ryerson .....	50	Fair.....	Satisfactory
Givens Street .....	45	Fair.....	Satisfactory
Wellesley Street .....	53	Excellent....	Satisfactory
Parkdale .....	50	Good.....	Not satisfactory as regards the condition of the arms
Uxbridge .....			
Vankleek Hill .....	41	Good.....	Satisfactory
Woodstock .....	43	Excellent....	Satisfactory
Total .....	1733 41 Corps		

## BECK SHIELD COMPETITION, 1905.

Colonel J. Peters, D. O. C., Military District No. 1, reported as follows :

The following is the list of the scores made by the various High Schools and Collegiate Institutes in the shooting competition for the shield presented by the Hon. Adam Beck :

	Score.	Average %.
St. Thomas .....	160	80
Seaforth .....	143	71.5
Sarnia .....	130	65
Strathroy .....	130	65
London .....	113	56.5
Ingersoll .....	120	60
Mt. Forest .....	118	59
Arthur .....	118	59
Galt .....	102	51
Ridgetown .....	98	49

Goderich and Guelph were entered in the competition, but did not shoot.

Sergt. Rappel, of the St. Thomas Collegiate Institute Cadets, won the \$10.00 prize donated by Mr. Beck for the highest individual score.

## APPENDIX Q.—SUPERANNUATED TEACHERS.

(Continued from Report of 1904).

## \* 1. ALLOWANCES GRANTED DURING 1905.

Register Number.	Name.	Age.	Post office.	Years of Service.	Allowance.
					\$ c.
1138	Eckert, William D .....	71	London .....	54½	379 50
1139	Ludlow, John .....	49	Centre Augusta ..	28	168 00
1140	Heydon, William H .....	59	Charlemont .....	25	150 00
1141	Telfer, John .....	60	Newbury .....	10	65 50
1142	Ward, Henry .....	60	Thornhill .....	32	224 00
1143	Waterson, John A. ....	60	Kemptville .....	23½	164 50
1144	Ross, John .....	70	Hamilton .....	47	329 00
1145	Hicks, David .....	63	Woodbridge .....	26½	185 50
1146	Stuart, William .....	55	Aldershatt .....	35	245 00
1147	†Wightman, George Easton .....	56	Essex .....	36½	248 50

## 2. SUMMARY FOR YEARS 1882-1905.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882 .....	422	51,000 00	13,501 08	3,660 10
1887 .....	454	58,295 33	1,489 00	3,815 80
1892 .....	456	63,750 00	1,313 50	786 86
1897 .....	424	62,800 33	847 00	620 27
1902 .....	407	64,244 92	1,073 50	722 78
1903 .....	398	63,267 43	996 00	470 25
1904 .....	392	64,259 75	934 75	987 48
1905 .....	388	62,663 55	545 00	940 15

Six teachers' subscriptions were withdrawn from the fund during 1905.

\*As the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given in this list.

†Allowance commences with 1906.

## APPENDIX R.

## ANNUAL REPORT OF SCHOOL OF PRACTICAL SCIENCE.

*To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education.*

SIR:—I have the honour to submit the annual report of the School of Practical Science for the year 1905.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year, 1904-05 and the first term of the academic year, 1905-06, except when otherwise stated.

The number of students in attendance was as follows:

In the Regular Departments.	2nd Term Session 1904-05	1st Term Session 1905-06.
I Year .....	201	236
II Year .....	137	159
III Year .....	75	108
IV Year .....	47	35
Occasional .....	3	0
	463	538

Students of the Faculty of Arts taking instruction in Applied Chemistry, Assaying, Surveying and Drawing, ..... 14

The fees for the academic year, 1904-05, were \$33,758.

Of the above amount \$2,783 were paid to the Bursar of the University of Toronto for instruction in Mathematics and Biology, under the authority of an Order-in-Council, dated Feb. 3rd, 1905; \$1,638.40 to the Examiners of the School for the Session 1904-05, under the authority of an Order-in-Council, dated Feb. 3rd, 1899, and the remainder, \$29,336.60, to the Honorable the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1904-05 was four hundred and eight. Of these three hundred and twenty-one passed.

The number of candidates who graduated was fifty-three. The total number of graduates to date is five hundred and twenty-three.

The following statement shows the geographical distribution of the graduates now living:

	Number,	Percentage.
Canada.....	386	76
United States.....	111	22
Other countries .....	11	2
	508	100



The number of graduates who proceeded to the degree of B.A.Sc. at the University examinations of 1905 was forty-seven. The total number of graduates who have received the degree of B.A.Sc. is one hundred and eighty-six.

Eighteen graduates have received the degree of C.E., two the degree of M.E. (Mining Engineer), four the degree of M.E. (Mechanical Engineer), and three the degree of E.E. in the University of Toronto.

The regular departments of instruction are :

1. Civil Engineering.
2. Mining Engineering.
3. Mechanical and Electrical Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.
6. Chemical Engineering.

## GENERAL.

### STATISTICS OF COST, ATTENDANCE, ETC., FOR SESSION 1904-05.

Salaries and Maintenance .....	\$69,053 84
Fees Paid into Provincial Treasury .....	29,336 60
Net annual cost to Province .....	39,717 24
Salaries of Teaching Staff .....	33,259 00
Number of Students .....	482
Number of Instructors .....	35
Cost per Student .....	\$ 82 00
Average Salary of Instructor .....	950 00
Total Expenditure on Buildings and Equipment from 1877 to end of 1905 .....	621,795 00

The salaries of the professors and lecturers are too small; they should not be less than those paid in the Faculty of Arts.

The number of instructors in the higher grades should be increased. The work of instruction is suffering on account of the large number of students in many of the classes. In large classes the attention of students is easily diverted and the lecturer is subjected to undue nervous strain. The remedy is subdivision of the classes and additions to the number of professors and lecturers.

### *Chemistry and Mining Building.*

Work has been carried on during the whole of the present session (1905-06) in the Chemistry and Mining building. The equipment of the Milling laboratory is not yet fully installed.

Owing to various causes the ventilation system of this building is not yet in working order.

### *Engineering Building.*

All the space vacated in this building by the removal of certain departments to the Chemistry and Mining building has been taken up by the extension of the remaining departments.

*Future Extensions.*

Within the last ten years the number of students in attendance has increased five-fold. Within the last four years the number has doubled. The attendance for the session 1905-06 is 538. The gradual increase of the work in each department will soon render it necessary to replace the present three years' course by a four years' course. The effect of this on the attendance may best be shown by comparing the present attendance (1905-06) with an estimate of the attendance if the three years' course were replaced by a four years' course. The present attendance is as follows: First year, 235; Second year, 159; Third year, 108; Post-Graduate year, 36; total, 538. If a four years' course were in existence the attendance would probably be: First year, 235; Second year, 159; Third year, 108; Fourth year, 95; Post-Graduate year, 40; total, 637. The effect of the change would be to force the majority of the third year men to return for their fourth year. At present no such compulsion exists, as the fourth year is post-graduate and purely optional.

With the present building accommodation it is impossible to carry on a four years' course. The work in the fourth year at present is greatly incommoded on account of want of space and in all the years the classes are too large.

For these reasons new buildings should be provided without delay. On account of steam, heat, noise, vibration, dirt, etc., it is advisable that separate buildings be erected for certain classes of work. All the buildings should be near each other and should be heated and lighted from a central station.

In the design of the buildings provision should be made for the probable increase in the number of students, and in the subjects of study, the estimate covering at least the next ten years.

The buildings to be erected are the following six, viz.:

1. Electrical Engineering.
2. Thermodynamics and Hydraulics.
3. Central Station.
4. Strength of Materials, Machine Shop.
5. Cement, brick, stone, etc., tests.
6. Surveying, Architecture, Drawing, etc.

The buildings 1, 2, 3, should be erected with as little delay as possible. The site of the present engineering building could then be utilized for part of the space required for the buildings 4, 5, 6.

I have the honour to be, Sir,

Your obedient servant,

J. GALBRAITH,

*Principal.*

TORONTO, February, 1906.

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# APPENDIX S.—REPORT OF THE PRESIDENT OF THE UNIVERSITY OF TORONTO.

TO HIS HONOR THE HON. WILLIAM MORTIMER CLARK,

*Lieutenant-Governor of Ontario.*

MAY IT PLEASE YOUR HONOR:

I have the honor to submit the following report  
for the year ended June 30th, 1905:

## THE TEACHING STAFFS

The following is a tabular statement of the numbers engaged in teaching during the year in the faculties named. These numbers include the Arts staffs of University College, Victoria College, and Trinity College:

	Arts.	Medicine.	Applied Science.
Professors and Associate Professors .....	55	44	7
Lecturers and Demonstrators .....	26	12	9
Instructors and other Assistants .....	39	40	11
	120	96	27

## STUDENTS IN ARTS, MEDICINE AND APPLIED SCIENCE.

### *Arts.*

(1) B. A. Course:	
Regular .....	1010
Occasional .....	144
Graduate .....	35
(2) Ph.D. Course .....	20
	1209

### *Medicine.*

Regular .....	622
Occasional .....	30
	652

### *Applied Science.*

Regular .....	478
Occasional .....	5
	483

## STUDENTS IN AFFILIATED COLLEGES.

Ontario Agricultural College: Regular Students .....	785
Royal College of Dental Surgeons .....	143
Ontario College of Pharmacy .....	140
Toronto Conservatory of Music (proceeding to the degree of Mus. Bac.) .....	4
Hamilton Conservatory of Music (proceeding to the degree of Mus. Bac.) .....	2
	1074
	3418



## CANDIDATES EXAMINED.

Arts.....	1332
Ph.D.....	1
Medicine.....	676
Law.....	30
Applied Science and Engineering.....	455
Pedagogy.....	3
Agriculture.....	30
Dentistry.....	107
Pharmacy.....	50
Music.....	484
Physical Training.....	2
Household Science.....	16
Commercial Course.....	3

3189

## DEGREES CONFERRED.

LL.D. (Hon.).....	7
Ph.D.....	1
M.A.....	58
B.A.....	183
M.D. (Hon.).....	1
M.D.....	3
M.B.....	115
M.D., C.M.....	57
LL.B.....	13
D.C.L.....	3
B.C.L.....	3
D.D.S.....	62
B.A.Sc.....	42
M.E.....	1
E.E.....	1
B.S.A.....	30
Phm.B.....	45

625

## DIPLOMAS AND CERTIFICATES.

Engineering.....	45
Local Examinations in Music.....	390
Licentiate in Music.....	2
Physical Culture.....	2

439

## RESEARCH WORK.

In several of my previous reports I have emphasized the importance of research; and I am gratified to report that in this respect considerable progress is being made both in the numbers of students and in the character of the work done. In order, however, to complete the organization of such work it is, in my opinion, indispensable that the scheme should be extended without delay so as to include the remaining Arts departments, viz.: Classics, Modern Languages, and History. It would be desirable also, in my opinion, to encourage students in the prosecution of research, by offering scholarships or fellowships, as is the practice in the leading universities of the United States.

A list of publications by members of the various faculties or by advanced students will be found in the Appendix.

For report of the general Editor of the "University of Toronto Studies," see Addendum K.

## SPECIAL UNIVERSITY LECTURES.

The usual course of Saturday popular lectures was delivered in January and February by Dr. W. H. Drummond, Rev. E. A. Wicher, Dr. James Fletcher, Right Rev. P. T. Rowe, Mr. Clyde Fitch, Dr. A. H. Abbott and Professor A. B. Macallum.

## THE LIBRARY.

From the report of the Librarian, which is appended, it will be seen that the total accumulation of books in the Library since the destruction of the former Library by fire in 1890, now amounts to 80,937 and upwards of 21,000 pamphlets. The number of volumes added during the year was 3,292, of which 303 were presented to the Library. I desire to repeat here what I stated in my last report with regard to an increase in the annual appropriation for the purchase of books, and to point out further that increased accommodation both in the reading-room and the stack-room has now become a necessity and cannot much longer be delayed.

## NEW BUILDINGS.

The building for Applied Chemistry, Mineralogy, Geology and Mining, the erection of which was begun in 1902, has been completed since the date of my last report, and the departments mentioned are now installed therein.

During the session 1904-5 a building known as Queen's Hall was opened as a residence for the women students of University College. The success of the residence was so immediate and so marked that steps were taken during the summer for the erection of a considerable addition, which at the date of writing has already been completed and occupied. It contains thirty-nine rooms for students, a large dining-hall, and the necessary bath-rooms, kitchens, and other accommodation. The cost, exclusive of furnishing, was \$28,000.

Satisfactory financial arrangements having been completed for the erection of the new Convocation Hall, work on the building was begun in August of 1905, and at the time of writing the walls are almost completed and the steel frame of the roof has been placed in position. This hall will accommodate about 2,000 persons, and its cost is estimated at \$160,000.

Plans for a new building for the use of the department of Physics are in course of preparation and are at present almost completed. It is expected that the building will be ready for occupation at the beginning of 1907. In general plan it will resemble the new Medical Building. Two large lecture-rooms for experimental lectures constitute a special feature. It will thus be possible to carry on work with two different classes simultaneously. The remainder of the building consists mainly of laboratories planned on the unit system, like those of the Medical Building. The equipment is intended to include all the most modern appliances for facilitating the work of the staff and students. The total cost is estimated at \$225,000.

Plans are also under preparation for plant-houses in connection with the department of Botany, the probable site being the east side of the ravine, north of Hoskin Avenue.

The project of a new hospital, while not strictly speaking a University building, is vitally connected with the clinical teaching of the Medical Faculty. A sum of nearly \$1,200,000 has already been provided from various sources, \$250,000 having been given by the Legislature, \$50,000 from the funds of the University, and \$50,000 by the Medical Faculty. The site, though not yet

selected, it is reasonable to suppose, will be convenient to the University; and it is expected that the erection of the building will be commenced in the very near future.

The project for University men's residences on an extensive scale has assumed practical shape. The intention is to erect four houses, each containing accommodation for fifty students, at a cost of about \$50,000 each. The sum of \$50,000 has been provided by the Legislature; \$50,000 has been contributed by Mr. E. C. Whitney; and about \$50,000 has already been raised by private subscription, largely through the exertions of Mr. Z. A. Lash, K.C., Chairman of the Residence Trustees.

#### BUILDING REQUIREMENTS.

With regard to the new Mineralogical and Geological Museum, the desirability of which I urged in my last report, I may say that the project of erecting such a building is being delayed for the present by the consideration of a larger scheme involving the erection of a general museum to meet the wants of the above departments together with those of Archæology, Ethnology, etc.

Mention should also be made of the following additions which will be required for the full and symmetrical development of the University in the near future: (1) An administration building; (2) a central plant for the economical supply of heat, light and power to the whole group of University buildings; (3) the further extension of the present Biological building; (4) increased accommodation for examination purposes and for the classes in languages, literature and philosophy.

#### NEW TEACHING DEPARTMENTS.

I beg to express the hope that the recommendation made in former reports with reference to the subjects of Botany, Forestry and Education will be carried out at no distant day.

I am gratified to report that during the year arrangements were made for the holding of a summer session, especially designed to meet the wants of teachers in the Public and High Schools. The first session under this arrangement was held in July and August of 1905, and was so successful that it is now considered desirable to continue these special courses and to increase its length, with the addition of such subjects as may be found necessary.

A similar new departure has been made, in connection with the work of the regular session, by the organization of classes in various subjects, and the delivery of lectures in the afternoon and evening, to meet the wants of teachers and others who find it impossible to attend during the day. Lectures have been provided for in Latin, English, French, German, Mathematics and Physics. The attendance has been very gratifying and it is intended that the work done shall be considered equivalent to that done in the regular courses leading to a degree.

#### FINANCES.

The following figures exhibit the total revenues and expenditures for the three Faculties of Arts (University and University College), Medicine, and Applied Science and Engineering.

	Revenue.	Expenditure.
Arts.....	\$174,597 44	\$213,720 12
Medicine.....	61,240 83	60,418 44
Applied Science and Engineering.....	73,475 24	73,475 24



Details of these figures will be found in the Addendum. The deficit in Arts was met by a Legislative grant.

The figures relating to Applied Science and Engineering are extracted mainly from the public accounts of the Province, the financial administration of the School of Practical Science being directly under Government control. The net cost of the school to the Province would appear to be \$39,717.24.

I have the honor to be, sir,  
Your obedient servant,

University of Toronto,  
February 26th, 1906.

J. LOUDON,

#### ADDENDUM A.—REPORT OF THE DEAN OF THE FACULTY OF ARTS.

UNIVERSITY OF TORONTO,  
February 14th, 1906.

JAMES LOUDON, ESQ., LL.D.,

*President of the University of Toronto:*

SIR,—I beg to submit herewith a detailed list, for the academic year 1904-05, of the personnel of the teaching staff of the Faculty of Arts of the University of Toronto, and also statistics as to the attendance of students in the various subjects taught by the members of the staff. As will be seen, certain classes are taken advantage of by students of the Faculties of Medicine and Applied Science.

#### FACULTY OF ARTS.

##### Physics:

Professor, James Loudon, M.A., LL.D.  
Associate-Professor, W. J. Loudon, B.A.  
Associate-Professor and Director of the Physical Laboratory, J. C. McLennan, B.A., Ph.D.  
Lecturer, C. A. Chant, M.A., Ph.D.  
Assistant Demonstrators, H. F. Dawes, B.A.;  
Miss L. B. Johnston, B.A.  
Lecture Assistant, W. C. Jaques, B.A.  
Class-Assistants, G. A. Brown; J. W. Cantelon, B.A.;  
L. Gilchrist, B.A.; W. Keast;  
A. G. McPhedran, B.A.; A. Thomson, B.A.

##### Mathematics:

Professor, Alfred Baker, M.A.  
Associate-Professor, A. T. DeLury, M.A.  
Associate-Professor, J. C. Fields, B.A., Ph.D.  
Associate-Professor, M. A. Mackenzie, M.A.  
Fellow, J. G. Parker, B.A.

##### Chemistry:

Professor and Director of Chemical Department, W. R. Lang, D.Sc.,  
F.C.S., F.I.C.  
Associate-Professor of Chemistry, W. L. Miller, B.A., Ph.D.  
Lecturer, F. B. Allan, M.A., Ph.D.

Lecturer, F. B. Kenrick, M.A., Ph.D.

Fellow, R. E. DeLury, B.A.

Assistant, E. Forster, B.A.

Assistant, E. H. Jolliffe, B.A.

Class-Assistant, L. Gilchrist, B.A.

#### Biology:

Professor, R. Ramsay Wright, M.A., LL.D.

Lecturer on Zoology and Assistant Curator of the Biological Museum,  
B. A. Bensley, B.A., Ph.D.

Lecturer in Elementary Biology and Histology, W. H. Piersol, B.A.,  
M.B.

Lecturer in Botany, J. H. Faull, B.A.

Lecturer in Botany, R. B. Thomson, B.A.

Class-Assistants, E. A. McCulloch, B.A., M.B.; M. H. Embree, B.A.,  
M.B.; A. H. Adams, B.A., M.B.; A. C. Hendrick, M.A., M.B.;  
A. J. McKenzie, B.A., LL.B., M.B.; M.D. McKichan, B.A., M.B.;  
J. D. Loudon, B.A.; F. J. Munn, B.A.; H. M. McNeil, B.A.; A.  
B. Rankin, B.A.

#### Physiology:

Professor, A. B. Macallum, M.A., M.B., Ph.D.

Demonstrator, V. E. Henderson, M.A., M.B.

Class-Assistants, E. C. Dickson, B.A.; W. J. O. Malloch, B.A., M.B.;  
A. Henderson, B.A.; A. C. Hendrick, M.A., M.B.; W. P. Kauf-  
mann, B.A.; Miss L. M. Menten, B.A.

#### Geology:

Professor, A. P. Coleman, M.A., Ph.D.

Associate-Professor, W. A. Parks, B.A., Ph.D.

#### Mineralogy and Petrography:

Professor, T. L. Walker, M.A., Ph.D.

Class-Assistants, H. L. Kerr, B.A.; W. H. Collins, B.A.

#### Comparative Philology:

Professor, Maurice Hutton, M.A., LL.D.

#### Modern History:

Professor, G. M. Wrong, M.A.

Lecturer, E. J. Kylie, B.A.

#### Political Economy:

Professor, James Mavor.

Lecturer, S. M. Wickett, B.A., Ph.D.

Lecturer, T. Fraser Scott, M.A.

#### Philosophy:

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.

Professor of Philosophy and Director of the Psychological Laboratory,  
A. Kirschmann, M.A., Ph.D.

Lecturer, F. Tracy, B.A., Ph.D.

Lecturer and Assistant in Psychological Laboratory, A. H. Abbott,  
B.A., Ph.D.

Assistant in Psychological Laboratory, W. G. Smith, B.A.

#### Italian and Spanish:

Professor, W. H. Fraser, M.A.

Lecturer, F. J. A. Davidson, M.A., Ph.D.

#### Roman Law, Jurisprudence, and History of English Law:

Professor, A. H. F. Lefroy, M.A.

#### Constitutional and International Law and Constitutional History:

Professor, J. M. Young, M.A.

The following tables exhibit the numbers attending lectures in University subjects, together with the numbers of those taking the practical work in the laboratories:

## MATHEMATICS.

	Pass.	Pass and Honors.	Honors.
Arts—First Year .....	202	.....	23
Second Year .....	.....	.....	51
Third Year .....	.....	.....	13
Fourth Year .....	18	.....	8
Applied Science—First Year .....	.....	210	.....
Second Year .....	.....	.....	139
Totals .....	220	210	234

## PHYSICS.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—First Year .....	24	.....	75	75
Second Year .....	.....	.....	93	45
Third Year .....	10	.....	27	27
Fourth Year .....	.....	.....	5	5
M. A. Students .....	.....	4	.....	4
Medicine—First Year .....	.....	141	.....	141
Dentistry—First Year .....	39	.....	.....	.....
Household Science—First Year .....	.....	4	.....	4
Totals .....	73	149	200	301

## BIOLOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—First Year .....	147	58	.....	58
Second Year .....	.....	.....	27	27
Third Year .....	.....	.....	19	19
Fourth Year .....	.....	.....	14	14
Medicine—First Year .....	.....	142	.....	142
Second Year .....	.....	148	.....	148
Household Science—First Year .....	4	.....	.....	.....
Second Year .....	.....	.....	6	6
Third Year .....	.....	.....	2	2
Applied Science .....	.....	.....	2	2
Graduate Students .....	.....	.....	.....	1
Totals .....	151	348	70	419



## PHYSIOLOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory
Arts—Second Year.....				
Fourth Year.....			15	15
Graduate Students.....				2
Medicine—First Year.....		159		
Second Year.....		154		154
Fifth Year.....		6		
Household Science—Second Year.....		6		
Third Year.....		2		2
Totals.....		327	15	173

## CHEMISTRY.

	Pass.	Pass and Honors.	Honors.	Laboratory
Arts—First Year.....			61	61
Second Year.....	5		31	31
Third Year.....			33	33
Fourth Year.....			6	6
Graduate Students.....				4
Medicine—First Year.....		147		147
Second Year.....		148		148
Household Science—Third Year.....			2	2
Totals.....	5	295	133	432

## GEOLOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory
Arts—First Year.....			51	
Second Year.....	93		7	7
Third Year.....			17	5
Fourth Year.....			7	1
Ph.D. Students.....				
Applied Science—Second Year.....		87		
Third Year.....		39		
Fourth Year.....			6	
Totals.....	93	126	88	13

## MINERALOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Second Year.....			8	8
Third Year.....			12	12
Fourth Year.....			8	8
Graduate Students.....			1	4
Applied Science—First Year.....			117	117
Second Year.....			21	84
Third Year.....				12
Fourth Year.....			6	6
Totals.....			173	251

## PHILOSOPHY.

	Logic.		Physehology.			Logic.		Meta- physics.	Philos- ophy
			Pass.	Honors.					
	Pass.	Honors.			Phil. Stu.	Nat. Sci. Stu.	Pass.	Honors.	Honors.
Second Year..			179	48		173	44	47	48
Third Year..		30		30			30	30	30
Fourth Year..	39	19		19	8		19	19	19
Graduate Stu- dents .....				11					11
Ph.D.Students				5					5
Totals .....	39	49	179	113	8	173	93	96	108

## POLITICAL SCIENCE AND HISTORY.

	Economics.		History.		Constitutional History.		Law.
	Pass.	Honors.	Pass.	Honors.	Pass.	Honors.	Honors.
Second Year.....	15	38	61	45		38	
Third Year.....	8	22	45	44	23	22	22
Fourth Year.....	31	26	35	49	31	26	26
Graduate Students.....			10	3			
Commercial Students :							
First Year.....	12						
Second Year.....	1						
Household Science.....	3						
Occasional Students.....	1						
Totals.....	71	86	151	141	54	86	48

## ITALIAN, SPANISH AND PHONETICS.

	Italian.	Spanish.		Phonetics
	Honors.	Pass.	Honors.	Honors
First Year .....	52	3	26	59
Second Year .....	30	4	12	.....
Third Year .....	6	.....	6	.....
Fourth Year .....	4	.....	2	.....
Occasional Students .....	2	.....	1	.....
Totals .....	94	7	47	59

I also subjoin statistics as to the courses selected by regular students proceeding to a degree in the University. The following table indicates whether the students in question are enrolled in University College, Victoria College or Trinity College:

## SESSION 1904-1905.

	First Year.			Second Year.			Third Year.			Fourth Year.			M.A.	Ph.D.
	U.C.	V.C.	T.C.	U.C.	V.C.	T.C.	U.C.	V.C.	T.C.	U.C.	V.C.	T.C.		
General .....	73	51	26	22	13	.....	17	6	.....	17	14	.....	.....	.....
Classics .....	8	1	3	8	2	.....	7	5	.....	7	5	.....	3	.....
English & History (Class) ..	5	3	1	3	.....	.....	3	2	.....	6	2	.....	.....	.....
English & History (Mods) ..	8	6	3	7	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
Modern Languages .....	32	11	6	27	14	.....	21	5	.....	18	7	.....	12	.....
Semitic Languages .....	.....	.....	.....	2	4	.....	1	1	.....	1	.....	.....	8	.....
Greek and Hebrew .....	.....	2	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Philosophy .....	.....	.....	.....	21	15	.....	18	14	.....	12	6	.....	4	.....
History .....	7	3	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	10	.....
Political Science .....	.....	.....	.....	25	4	.....	16	3	.....	22	3	.....	5	.....
Mathematics and	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	.....	1	.....
Physics .....	14	5	2	15	5	.....	8	6	.....	6	.....	.....	4	.....
Science .....	39	9	2	23	5	.....	.....	.....	.....	6	.....	.....	.....	.....
Biological & Phys. Sci'ces ..	.....	.....	.....	.....	.....	.....	13	2	.....	6	1	.....	1	.....
Natural Science (Div. I) ..	.....	.....	.....	.....	.....	.....	4	.....	.....	7	1	.....	.....	.....
Natural Science (Div. II) ..	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....
Chemistry & Mineralogy ..	.....	.....	.....	1	3	.....	9	4	.....	4	3	.....	2	.....
Trinity College .....	.....	.....	.....	.....	.....	36	.....	.....	45	.....	.....	.....	7	.....
Household Science .....	.....	4	.....	3	5	.....	.....	2	.....	.....	.....	.....	.....	.....
Commercial Course .....	2	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals .....	188	96	43	159	70	36	119	50	45	121	43	.....	57	.....

(Sgd.) R. RAMSAY WRIGHT,  
Dean of the Faculty of Arts.

## ADDENDUM B.—REPORT OF UNIVERSITY COLLEGE.

Principal, Maurice Hutton, M.A., LL.D.

Greek:

Professor, Maurice Hutton, M.A., LL.D.  
Associate-Professor, Adam Carruthers, M.A.  
Instructor, W. H. Tackaberry, M.A.



Latin:

Professor, John Fletcher, M.A., LL.D.

Associate-Professor in Latin and in Ancient History, W. S. Milner, M.A.

Lecturer, G. W. Johnston, B.A., Ph. D.

English:

Professor, W. J. Alexander, B.A., Ph.D.

Associate-Professor of Anglo-Saxon, D. R. Keys, M.A.

Lecturer, M. W. Wallace, B.A., Ph.D.

German:

Professor, W. H. Vandersmissen, M.A.

Lecturer, G. H. Needler, B.A., Ph.D.

Instructor, P. Toews, M.A., Ph.D.

French:

Professor, John Squair, B.A.

Associate-Professor, John Home Cameron, M.A.

Instructor, St. Elme de Champ, B. ès L.

Oriental Literature:

Professor, J. F. McCurdy, Ph.D., LL.D.

Lecturer, T. Eakin, M.A., Ph.D.

Instructor, C. A. McRae, M.A.

Philosophy:

Professor, J. G. Hume, M.A., Ph.D.

The following table exhibits the number of students in attendance during the session:

First Year:	
Regular .....	197
Occasional .....	10
	— 207
Second Year:	
Regular .....	173
Occasional .....	5
	— 178
Third Year:	
Regular .....	128
Occasional .....	12
	— 140
Fourth Year:	
Regular .....	127
Occasional .....	10
	— 137
Graduates .....	3
Ph. D. ....	4
	— 669

The following tables exhibit the number of students in attendance upon lectures in subjects of the General and Honor Courses:

## GENERAL COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Orien- tals.	Eth- ics.
First Year.....	24	165	68	102	101	81	32	.....
Second Year.....	18	81	.....	83	64	56	16	.....
Third Year.....	5	28	.....	79	14	12	3	69
Fourth Year.....	3	13	.....	38	9	16	.....	.....
Totals.....	50	287	68	302	188	165	51	69

## HONOR COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First Year .....	8	17	29	90	54	67	2	.....
Second Year .....	10	11	44	59	34	37	3	.....
Third Year .....	7	10	10	34	24	25	2	18
Fourth Year .....	10	11	7	45	24	23	1	15
Graduate Students .....	1	.....	.....	.....	.....	.....	1	2
Ph. D. Students .....	.....	.....	.....	.....	.....	.....	3	1
	36	49	90	228	136	152	12	36

## ADDENDUM C.—VICTORIA UNIVERSITY.

Rev. Nathanael Burwash, S.T.D., LL.D., F.R.S.C., President.

Rev. Alfred H. Reynar, M.A., LL.D., Dean of the Faculty of Arts and William Gooderham Professor of English Literature.

A. R. Bain, M.A., LL.D., Nelles Professor of Ancient History.

Rev. E. I. Badgley, M.A., LL.D., Egerton Ryerson Professor of Mental and Moral Philosophy.

Rev. Francis Huston Wallace, M.A., D.D., Dean of Faculty of Theology and Geo. A. Cox Professor of Biblical Greek.

A. J. Bell, M.A., Ph.D. (Bresl.), Macdonald Professor of Latin Language and Literature.

Rev. John Burwash, M.A., D.Sc., LL.D., H. A. Massey Professor of English Bible.

L. E. Horning, M.A., Ph.D. (Goettingen), Professor of German and Old English.

Rev. J. F. McLaughlin, B.A., B.D., Eliza Phelps Massey Professor of Oriental Languages and Literature.

J. C. Robertson, B.A., W. E. H. Massey Professor of the Greek Language and Literature.

Pelham Edgar, Ph.D., Eliza Gooderham Professor of the French Language and Literature.

A. L. Langford, M.A., Associate-Professor of the Greek Language and Literature.

A. E. Lang, M.A., Associate-Professor of the German Language and Literature.

E. Masson, Instructor in French.

A. P. Misener, M.A., Lecturer in Oriental Languages and Literature.

J. H. Sheppard, Instructor in Elocution.

The following table exhibits the number of Arts students in attendance during the session of 1904-05 :

First Year :		
Regular .....	96	
Occasional .....	15	
		111
Second Year :		
Regular .....	70	
Occasional .....	12	
		82
Third Year :		
Regular .....	50	
Occasional .....	8	
		58
Fourth Year :		
Regular .....	43	
Occasional .....	11	
		54
Graduates :		
Occasional .....	6	
Ph. D. ....	2	
		8
		313

#### ADDENDUM D.—TRINITY COLLEGE, FACULTY OF ARTS, 1904-1905.

Provost.....	Rev. T. C. S. Macklem, M.A., D.D.
Dean.....	Rev. H. T. F. Duckworth, M.A.
Registrar.....	A. H. Young, M.A.
Librarian.....	G. Oswald Smith, M.A.
Bursar.....	Rev. William Jones, M.A., D.C.L.
J. W. G. Andras, Ph.D. (Tübingen)—	Lecturer in Modern Languages.
Rev. William Clark, M.A. (Oxon.), D.D. (Queen's), D.C.L. (Trin.)—	Professor of English Literature; Professor of Mental and Moral Philosophy.
Rev. H. T. F. Duckworth, M.A. (Oxon.)—	Professor of Divinity and Lecturer in Classics.
Rev. T. H. Hunt, M.A., D.D.—	Lecturer in Hebrew and Theology.
Rev. A. W. Jenks, M.A. (Dartmouth), B.D. (Gen. Theol. Sem., N. Y.)—	Professor of Divinity.
Rev. C. B. Kenrick, M.A. (Trin.)—	Lecturer in Divinity.
Rev. E. L. King, B.A. (Man.)—	Lecturer in Divinity and Moral Philosophy.
M. A. Mackenzie, A.I.A., M.A. (Trin. and Cantab.)—	Professor of Mathematics.
H. Montgomery, M.A. (Tor.), Ph.D. (Wesleyan, Ill.)—	Professor of Natural Science.
E. T. Owen, M.A. (Trin.)—	Fellow in Classics.
E. M. Sait, M.A. (Trin.)—	Lecturer in History.
T. F. Scott, M.A. (Edin.)—	Lecturer in Political Science.
H. C. Simpson, B.A. (Oxon.), M.A. (Trin.)—	Lecturer in English.
G. O. Smith, B.A. (Oxon), M.A. (Trin)—	Professor of Classics.
Rev. E. A. Welch, M.A. (Cantab.), D.C.L. (Trin.)—	Special Lecturer in Divinity.
A. H. Young, B.A. (Tor.), M.A. (Trin.)—	Professor of Modern Languages.
Rev. E. C. Cayley, M.A. (Trin.)—	Special Lecturer in Divinity.

The following table exhibits the number of Arts students in attendance during the session 1904-05:

First year .....	40 (29 men, 11 women).
Second year .....	36 (28 men, 8 women).
Third year .....	45 (35 men, 10 women).

Total ..... 121



## ADDENDUM E.—FACULTY OF MEDICINE.

Dean of the Faculty of Medicine, Professor R. A. Reeve, B.A., M.D., LL.D.  
 Professors Emeriti:

M. H. Aikins, M.D., W. W. Ogden, M.D., J. H. Richardson, M.D.,  
 Uzziel Ogden, M.D.

Professors of Surgery and Clinical Surgery:

I. H. Cameron, M.B.,Tor., F.R.C.S.,Eng.; F. LeM. Grasett, M.B.,  
 C.M., F.R.C.S.,Edin.; G. A. Peters, M.B., Tor., F.R.C.S., Eng.;  
 L. Teskey, M.D., C.M.,Trin.

Associate Professor of Clinical Surgery and Clinical Anatomy:

G. A. Bingham, M.D., C.M.,Trin., M.B.,Tor.

Associate Professors of Clinical Surgery:

A. Primrose, M.B., C.M.,Edin.; N. A. Powell, M.D., C.M.,Trin., M.D.,  
 Bellevue, N.Y.; W. Oldright, M.A., M.D.,Tor.; H. A. Bruce,  
 M.B.,Tor., F.R.C.S.,Eng.; F. N. G. Starr, M.B.,Tor.

Associate Professor of Clinical Surgery in charge of Orthopædics:

C. L. Starr, M.B.,Tor.

Demonstrators of Clinical Surgery:

W. McKeown, B.A., M.B.,Tor.; C. A. Temple, M.D., C.M.,Trin.; A. H.  
 Garratt, M.D., C.M.,Trin.; C. B. Shuttleworth, M.D., C.M.,Trin.,  
 F.R.C.S.,Eng.; T. B. Richardson, M.D. C.M.,Trin., F.R.C.S.,  
 Edin.; J. F. Uren, M.D., C.M.,Trin.

Professor and Director of the Anatomical Department:

A. Primrose, M.B., C.M.,Edin.

Associate Professor of Anatomy:

H. W. Aikins, B.A., M.B.,Tor.

Demonstrator of Anatomy:

C. B. Shuttleworth, M.D., C.M.,Trin., F.R.C.S.,Eng.

Assistant Demonstrators of Anatomy:

W. J. McCollom, M.B.,Tor.; W. J. O. Malloch, B.A., M.B.,Tor.; S. W.  
 Westman, M.B.,Tor.; G. Elliott, M.D., C.M.,Trin.; E. R. Hooper,  
 B.A., M.B.,Tor.; W. J. Wilson, M.B.,Tor.; A. C. Hendrick, M.A.,  
 M.B.,Tor.; A. J. Mackenzie, B.A., LL.B., M.B.,Tor.; D. McGilli-  
 vray, M.B.,Tor.; E. S. Ryerson, M.D., C.M.,Trin.; F. W. Marlow,  
 M.D., C.M.,Trin., F.R.C.S.,Eng.; W. A. Scott, B.A., M.B.,Tor.,  
 F.R.C.S., Eng.

Professor of Medicine and Clinical Medicine:

A. McPhedran, M.B., Tor.

Associate Professors of Medicine:

J. T. Fotheringham, B.A.,Tor., M.D., C.M.,Trin.; R. D. Rudolf, M.D.,  
 C.M.,Edin., M.R.C.P.,Lond.

Professor of Clinical Medicine:

J. L. Davison, B.A.,Tor., M.D., C.M.,Trin.

Associate Professors of Clinical Medicine:

A. M. Baines, M.D., C.M.,Trin.; W. P. Caven, M.B.,Tor.; W. B.  
 Thistle, M.B.,Tor.; J. T. Fotheringham, B.A.,Tor., M.D., C.M.,  
 Trin.; A. R. Gordon, M.B.,Tor.; R. J. Dwyer, M.B.,Tor., M.R.C.P.,  
 Lond.; H. B. Anderson, M.D., C.M.,Trin.

Associates in Clinical Medicine:

R. D. Rudolf, M.D., C.M.,Edin., M.R.C.P.,Lond.; G. Chambers, B.A.,  
 M.B.,Tor.; G. Boyd, B.A., M.B.,Tor.; F. Fenton, M.D., C.M.,  
 Trin.; H. C. Parsons, M.A., M.D., C.M., Trin.; W. Goldie, M.B.,  
 Tor.

Professor of Pathology and Bacteriology and Curator of the Museum and Laboratories:

J. J. McKenzie, B.A., M.B., Tor.

Associate Professor of Pathology and Bacteriology:

J. A. Amyot, M.B., Tor.

Laboratory Assistant in Bacteriology:

T. D. Archibald, B.A., M.B., Tor.

Demonstrators in Pathology:

G. Silverthorn, M.B., Tor.; C. J. Wagner, M.B., Tor.

Assistant Demonstrators of Pathology:

W. H. Pepler, M.D., C.M., Trin.; H. C. Parsons, B.A., M.D., C.M., Trin.; M. M. Crawford, M.B., Tor.; F. A. Clarkson, M.B., Tor.; E. S. Ryerson, M.D., C.M., Trin.; G. W. Howland, B.A., M.B., Tor., M.R.C.P., Lond.; A. H. W. Caulfield, M.B., Tor.

Assistants in Clinical Laboratory:

H. S. Hutchison, M.B., Tor.; F. E. Watts, M.B., Tor.

Professor of Preventive Medicine:

C. Sheard, M.D., C.M., Trin.

Professor of Materia Medica, Pharmacology and Therapeutics:

J. M. MacCallum, B.A., M.B., Tor.

Demonstrator of Pharmacology:

V. E. Henderson, M.A., M.B., Tor.

Demonstrator of Pharmacy:

C. P. Lusk, M.D., C.M., Trin.

Professor of Gynæcology and Operative Obstetrics:

J. Algernon Temple, M.D., C.M., McGill.

Professor of Obstetrics:

A. H. Wright, B.A., M.B., Tor.

Professor of Gynæcology:

J. F. W. Ross, M.B., Tor.

Associate Professor of Obstetrics and Pediatrics:

H. T. Machell, M.B., Tor.

Associate Professor of Pediatrics:

A. M. Baines, M.D., C.M., Trin.

Associates in Obstetrics:

K. C. McIlwraith, M.B., Tor.; F. Fenton, M.D., C.M., Trin.

Professors of Ophthalmology and Otology:

R. A. Reeve, B.A., M.B., LL.D., Tor.; G. S. Ryerson, M.D., C.M., Trin.; G. H. Burnham, M.D., Tor., F.R.C.S., Edin.

Associate-Professor of Ophthalmology and Otology:

C. Trow, M.D., C.M., Trin.

Associate in Ophthalmology and Otology:

J. M. MacCallum, B.A., M.B., Tor.

Professor of Laryngology and Rhinology:

G. R. McDonagh, M.B., Tor.

Associate Professor of Laryngology and Rhinology:

D. J. G. Wishart, B.A., Tor., M.D., C.M., McGill.

Associate in Laryngology and Rhinology:

G. Boyd, B.A., M.B., Tor.

Professor of Hygiene:

W. Oldright, M.A., M.B., Tor.

Professor of Toxicology:

W. H. Ellis, M.A., M.B., Tor.

## Professor of Medical Jurisprudence:

N. A. Powell, M.D., C.M., Trin.; M.D., Bellevue, N.Y.

## Extra-Mural Professors of Mental Diseases:

N. H. Beemer, M.B., Tor.; J. C. Mitchell, M.D., C.M., Trin.

## Professor of Physics:

James Loudon, M.A., LL.D., Tor.

## Lecturer on Physics:

C. A. Chant, B.A., Tor., Ph.D., Harv.

## Professor of Chemistry:

W. R. Lang, D.Sc., Glasg.

## Associate Professor of Medical Chemistry:

W. T. Stuart, M.D., C.M., Trin.

## Lecturers in Chemistry:

F. B. Kenrick, M.A., Tor., Ph.D., Leipzig; F. B. Allan, M.A., Ph.D., Tor.

## Professor of Biology:

R. Ramsay Wright, M.A., B.Sc., Edin., LL.D., Tor.

## Lecturer in Zoology:

B. A. Bensley, B.A., Tor., Ph.D., Col.

## Lecturer in Elementary Biology and Histology:

W. H. Piersol, M.B., Tor.

## Professor of Physiology:

A. B. Macallum, M.A., M.B., Tor., Ph.D., Johns Hopkins.

## Demonstrator of Physiology:

V. E. Henderson, M.A., M.B., Tor.

## Assistant Demonstrators of Physiology:

W. J. O. Malloch, B.A., M.B., Tor.; A. C. Hendrick, M.A., M.B., Tor.;

E. C. Dickson, B.A., Tor.; A. Henderson, B.A., Tor.; W. P. Kauffmann, Miss M. L. Menten, B.A., Tor.

The following table exhibits the number of students registered as in attendance upon lectures given by the staff of the Faculty of Medicine:

Graduate students .....	11
Fourth year students .....	164
Third year students .....	124
Second year students .....	154
First year students .....	169
Occasional (Dental) students .....	30

652

## ADDENDUM F.—APPLIED SCIENCE AND ENGINEERING.

Dean of the Faculty, Principal GALBRAITH, M.A., LL.D.

## Chemistry:

Professor W. H. Ellis, M.A., M.B.

Lecturer, J. W. Bain, B.A. Sc.

Demonstrator, E. G. R. Ardagh, B.A.Sc.

Fellow, E. Wade, Grad. S.P.S.

Fellow, S. Dushman, B.A.

Lecture Assistant, J. A. Horton, Grad. S.P.S.

## Geology. Mining and Metallurgy:

Professor, A. P. Coleman, Ph. D.

Professor, G. R. Mickle, B.A.

Fellow, J. G. McMillan, B.A. Sc.



- Applied Mechanics:
- Professor, J. Galbraith, M.A.
  - Lecturer, J. McGowan, B.A., B.A. Sc.
  - Lecturer, R. W. Angus, B.A. Sc.
  - Demonstrator, H. G. McVean, B.A.Sc.
  - Demonstrator, P. Gillespie, B.A.Sc.
  - Fellow, J. A. McFarlane, B.A.Sc.

- Architecture and Drawing:
- Professor, C. H. C. Wright, B.A.Sc.
  - Demonstrator, J. R. Cockburn, B.A.Sc.
  - Fellow, M. R. Riddell, Grad. S.P.S.
  - Fellow, A. E. Gibson, B.A.Sc.

- Surveying and Geodesy:
- Professor, L. B. Stewart, D.T.S.
  - Fellow, J. L. R. Parsons, B.A.
  - Fellow, N. D. Wilson, B.A.Sc.

- Electricity:
- Professor, T. R. Rosebrugh, M.A.
  - Demonstrator, H. W. Price, B.A.Sc.
  - Fellow, G. J. Manson, Grad. S.P.S.
  - Fellow, H. G. Smith, B.A.Sc.

- Physics:
- Lecturer, G. R. Anderson, M.A.

*Number of Students by Years.*

First year .....	210
Second year .....	146
Third year .....	76
Fourth year .....	47
Occasional .....	5
	<hr/>
	484

*Number of Students by Departments.*

1. Civil Engineers .....	188
2. Mining Engineers .....	55
3. Mechanical and Electrical Engineers .....	213
4. Architecture .....	7
5. Applied Chemistry .....	19
6. Chemical Engineering .....	2
	<hr/>
	484

ADDENDUM G.—THE LIBRARY.

The Librarian of the University begs to submit his annual report for the year ending June 30th, 1905:

1. The number of bound volumes added to the Library during the year was 3,292, of which 303 were presentations, making the total contents of the Library 80,937 volumes. The number of pamphlets added during the year was 1,509. The total number of pamphlets now exceeds 21,000.

2. During the session 1904-5, the average continuous number of readers in the reading-room is estimated at 63. The largest number counted was

149 in the morning of April 17th. The statistics of the use of books by students are as follows, comparison being made with similar statistics for previous years :

	1902-3.	1903-4.	1904-5.
Average number of books read in the reading-room during term, per week .....	819	768	729
Average number of books borrowed by students over night, per week .....	328	338	302
Total number of books taken out by students for periods longer than one night .....	2,788	3,390	3,346

Under the arrangement for giving students access to the stack-room on recommendation of a professor, 30 persons were admitted during the year for various periods; the number for the previous year was 33.

3. The number of institutions and learned societies on the exchange list of the Library, to which the University of Toronto Studies and the University Calendar and Examination Papers are sent is now 375. The Library receives 339 periodicals and serial publications in return, besides University Calendars and many occasional publications from Institutions included in the above total of 375 to which the University's publications are sent.

4. A beginning was made last year towards a more adequate appropriation for expenditure on books and periodicals, when the total sum from current income and insurance on the old library was raised from \$6,000 to \$6,500. The policy thus begun of making a yearly increase should be followed until such an annual appropriation is reached as will be commensurate both with the increased cost and number of books and periodicals required, and with the growing number of subjects now studied in the University.

5. In the reports of the last two years attention was drawn to the insufficient accommodation afforded by the existing library building. Since the date of the last report, a library fee has been imposed upon students in Medicine, and funds for the purchase of text-books in Medicine for their special use have been provided. It is likely, therefore, that the number of readers and borrowers will be considerably swelled within the next few years, by the addition of the Undergraduates in Medicine to those in Arts, who alone, hitherto, have been in the habit of using the library. An increase of half as many readers as are now accommodated would pack the reading-room to its utmost capacity during the winter months, and on about half a dozen days during the session some intending readers would have to be turned away for want of space. With the continually increasing number of Arts Students and the newly awakened interest of the Medical Students in the Library, it is obvious that the extension of the reading-room has become as pressing a necessity as the extension of the stack-room which was chiefly urged in previous reports. In fact, an entire reconstruction of the building, making provision not for ten or fifteen years, but for twenty-five, fifty, or a hundred years, is the only proper solution of the problem of lack of accommodation in all branches of the library service. It will be remembered that the present building is not yet fifteen years old, and that it was supposed, at the time of erection, to be adequate to any expansion of the University for at least double the number of years that have since elapsed.

All of which is respectfully submitted.

(Sgd.) H. H. LANGTON,  
Librarian.

## ADDENDUM H.—BIOLOGICAL MUSEUM.

Feb. 21, 1906.

*To the President of the University of Toronto.*

SIR,—I beg to report as follows with regard to the condition of the Biological Museum, during the present academical year:

1. Considerable progress has been made with the Botanical collection referred to in last year's report, and the cases for its accommodation and display are in course of preparation.

2. The work of arranging the Zoological collection has also progressed chiefly in the group of the Mollusca, the arrangement of which has been undertaken by Mr. Williams.

3. Professor Montgomery has continued to give some time to the Museum and is at present engaged in arranging the Echinodermata.

4. I beg to repeat, however, that some permanent provision must be made in the near future for the diagnosis, cataloguing, arrangement and display of our Zoological collections, the time of the various members of the staff being wholly occupied by the largely increased demands in teaching.

5. The circumstance that "Nature Study" has been given a prominent place in the Educational Programme for the Public and High Schools of Ontario renders it necessary that a special collection of the Natural History of Ontario arranged from this point of view, should be made.

Such a collection would primarily be of service to those students who are preparing themselves as specialists in the High Schools, but would also be very useful to the students of the summer session who are, in many cases, Public School Teachers seeking to qualify themselves to carry out the Educational programme in its entirety, and I may add that it would also be very instructive to the numerous pupils of the Public and Secondary Schools of the City who visit the Museum in increasing numbers.

I have the honor to be, Sir,

Your obedient servant,

(Sgd.) R. RAMSAY WRIGHT.

## ADDENDUM J.—MEMORANDUM REGARDING GEOLOGICAL AND MINERALOGICAL MUSEUM.

In view of the occupation of the new Science Building, it is necessary to consider the space available for museum purposes. Owing to the cutting down of the plan, the wing intended for the museum was omitted, and it has been arranged that a large lecture-room shall be used temporarily for museum purposes. The ground space thus provided is about 50 by 80 feet. The palæontological material now on hand, including the collection being transferred to the department by Mr. B. E. Walker, is sufficient to fill the whole space. Other departments require accommodation as well, showing that the present provision is entirely insufficient. To provide for the present collections and future expansion, it is desirable that a suitable building should be erected as soon as possible. At present this material is stored in drawers and is being transferred into the new cases purchased during the past year; a large number more of similar cases will be required to properly exhibit the specimens already in the possession of the department, without any allowance for a much needed increase. The present museum accommodation is entirely inadequate for the needs of the Departments of Geology and of Mineralogy.

(Sgd.) A. P. COLEMAN,

Professor of Geology.



## ADDENDUM K.—UNIVERSITY OF TORONTO STUDIES.

*To the President of the University of Toronto.*

SIR,—I beg to submit the following report on University of Toronto Studies for the year 1905:

1. The publications of the year were as follows:—

History and Economics—Review of Historical Publications, Vol. 9, edited by Messrs. Wrong and Langton.

History and Economics—A colony of Emigrés in Canada, 1789-1816, by Lucy Elizabeth Textor.

Psychology—Combinations of colours with tints and with shades, by F. Louis Barber; Stereoscopic vision and intensity (second paper), by T. R. Robinson.

Biology—The megaspore-membrane of the gymnosperms, by R. B. Thomson.

Papers from the Chemical Laboratories—The determination of phenol, by S. J. Lloyd.

Tribromphenolbromide, its detection, estimation, rate of formation and reaction with hydriodic acid, by S. J. Lloyd.

Chemical industries of the Dominion, by Professor W. R. Lang.

All of which is respectively submitted.

(Sgd.) H. H. LANGTON,

General Editor.

## ADDENDUM L.—MARINE AND LACUSTRINE BIOLOGICAL STATIONS OF CANADA.

February 21, 1906.

*To the President of the University of Toronto:*

SIR,—I beg to submit the following report as to the co-operation of members of the University in the scientific work carried on at these stations. The appropriation made by the Board of Trustees has been expended in meeting, in part or in whole, the expenses of workers not provided for out of the Dominion appropriation.

## MARINE STATION AT GASPE, P. Q.

Owing to absence in Europe, I was unable to be present at the Marine Station during the past summer. Two students, however, of the Biological Department were assisted from the appropriation to go there and worked under the guidance of Dr. J. Stafford, Curator of the Station and formerly an Assistant in this Department of the University.

## LACUSTRINE STATION ON GEORGIAN BAY.

Dr. B. A. Bensley, who was in charge, reports as follows: "During the season of 1905, the laboratory was occupied from June 1st to September 15th, the following workers being present throughout this period:—Mr. A. G. Huntsman, B.A., Laboratory Assistant in Biology, Mr. I. R. Bell and Mr. J. R. G. Murray, students of the University of Toronto. Mr. A. Pearson, B. A., Science Master at Ingersoll Collegiate Institute, was also in attendance during a considerable portion of the summer.

Experiments in fish-hatching were made during June, and observations on the growth and feeding habits of important fishes during the remainder of the season. Mr. Bell undertook a preliminary study of the microscopic forms of life in the water with particular reference to the primary food of the black bass. Mr. Murray made a valuable series of illustrations of these forms and of the typical stages in development of the black bass young. Periodic visits were made with fishermen to the whitefish grounds and data collected bearing on the natural history of food-fishes. Mr. Huntsman assisted in the latter work and also rendered valuable service in the preparation of museum and laboratory material for the University.

The expenses of Messrs. Huntsman, Bell, and Murray were met out of the appropriation made for this purpose by the Trustees of the University."

I have the honor to be,

Sir,

Your obedient servant,

(Sgd.) R. RAMSAY WRIGHT.

### ADDENDUM M.—FINANCIAL STATEMENT.

#### I. FACULTY OF ARTS.

##### *Receipts, 1904-5.*

Interest on purchase moneys .....	6,646 80
"    loans .....	10,995 35
"    debentures .....	11,524 67
"    bank balances .....	1,659 48
"    cost of new building payable by Medical Faculty .....	3,000 00
"    share of equipment .....	1,159 39
Rentals, University Park Lands .....	13,324 26
"    business properties .....	3,462 69
"    School of Science site .....	925 00
"    Biological Building .....	1,900 00
"    City of Toronto (park) .....	6,000 00
Sundry land earnings .....	926 42
Fees .....	67,056 15
Legislative Grant, 60 Vict., Cap. 59 .....	7,000 00
Wild land sales .....	1,647 72
	<b>\$137,227 93</b>
Reserve for interest on Retirement Fund, Scholarship and other Trust Funds .....	10,262 98

##### *Summary of Expenditure*

1. Salaries .....	108,510 89
2. Bursar's Office .....	900 62
3. Registrar's Office .....	3,882 22
4. Vice-Chancellor's Office .....	725 00
5. President's Office .....	908 82
6. Law Costs .....	1,263 07
7. General Incidentals .....	1,249 00
8. Insurance .....	2,000 00
9. Telephones .....	345 87
10. Convocation Expenses .....	1,260 93
11. Examinations .....	9,334 48
12. Library .....	4,268 15
13. Grounds .....	3,286 40
14. Main Building .....	7,346 52
15. Biological Department .....	7,952 17
16. Physiological Department .....	3,865 55
17. Psychological Department .....	450 00
18. Mathematics .....	52 83
19. Political Science .....	36 85

20. History .....	93 50
21. Italian and Spanish .....	34 75
22. Advertising (University) .....	432 60
23. Incidentals (University) .....	195 45
24. University College Departments :	
Classics .....	
English .....	150 00
French .....	180 00
German .....	175 00
Oriental Literature .....	25 00
Stationery .....	62 26
Printing .....	57 41
Advertising .....	19 66
Incidentals .....	444 77
25. Gymnasium and Students' Union .....	1,534 56
26. Dining Hall .....	500 00
27. University Press .....	1,250 00
28. Educational Association Reception .....	243 00
29. Observatory Removal .....	1,075 00
30. Senate Elections .....	792 05
31. Unforeseen and unprovided for .....	1,183 25

Total Expenditure (exclusive of Departments sustained by Government). \$166,087 63

*Salaries.*

1. Bursar's Office :	
Bursar .....	2,550 00
Clerk and Bookkeeper, formerly Accountant .....	1,072 89
Fees Clerk .....	800 00
Assistant and Stenographer (6½ months) .....	227 50
	4,650 39
2. Library :	
Librarian .....	2,300 00
First Assistant .....	600 00
Second Assistant .....	550 00
Cataloguer .....	500 00
Two Delivery Clerks .....	375 00
Caretaker .....	600 00
	4,925 00
3. University of Toronto :	
President (also paid as Professor of Physics) .....	2,300 00
Vice-President .....	400 00
Registrar .....	2,000 00
Registrar's Assistant .....	750 00
General Typewriters .....	585 00
Bedell (with house) .....	650 00
Architect .....	100 00
Janitor .....	550 00
Engineer (with house and fuel) .....	650 00
Fireman (8 months) .....	320 00
Carpenter .....	650 00
Cleaners .....	802 50
Gardener (with house ; 10 months) .....	375 00
Messenger .....	230 00
Nightwatchman .....	567 00
	10,929 50
4. Teaching Staff, etc., University of Toronto ;	
(a) Modern History and Ethnology :	
Professor .....	3,200 00
Lecturer .....	1,300 00
	4,500 00
(b) Political Science :	
Professor .....	3,200 00
Professor of Constitutional and International Law and Constitutional History .....	1,800 00
Professor of Roman Law, Jurisprudence and History of English Law .....	1,000 00
Lecturer, Economics (one-third time) .....	433 33
Lecturer (sessional) .....	1,300 00
	7,733 33



## (c) Mathematics :

Professor .....	3,200 00
Associate Professor .....	2,000 00
Associate Professor (one-third time) .....	666 67
Associate Professor .....	1,600 00
Fellow .....	500 00

7,966 67

## (d) Biology :

Professor .....	3,200 00
Lecturer in Zoology and Assistant Curator Museum .....	1,500 00
Lecturer in Biology and Histology .....	1,200 00
Lecture and Laboratory Assistant (sessional) .....	500 00
Class Assistants (9) sessional .....	500 00
Sub-Curator Museum .....	750 00
Attendant and Caretaker .....	550 00
Laboratory Attendant (8 months) .....	177 50
Messenger (9 months) .....	102 50

8,480 00

## Sub-Department of Botany :

Lecturer in charge of sub-department .....	1,250 00
Instructor (sessional) .....	500 00

10,230 00

## (e) Physiology :

Professor .....	3,200 00
Demonstrator (sessional) .....	600 00
Class Assistants (6) sessional .....	700 00

4,500 00

## (f) Italian and Spanish :

Professor .....	2,800 00
Lecturer .....	1,075 00
Instructor in Italian .....	500 00
Duplicate lectures at Trinity, in accordance with federation agreement .....	400 00

4,775 00

## (g) Philosophy :

Professor .....	2,600 00
Lecturer .....	1,775 00
Lecturer and Laboratory Assistant .....	1,300 00
Lecturer and Laboratory Assistant .....	400 00

6,075 00

## 5. Teaching Staff, University College :

(a) Ethics, Professor .....	3,200 00
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## (b) Greek :

Professor .....	3,200 00
Associate Professor .....	1,900 00
Instructor .....	800 00

5,900 00

## (c) Latin :

Professor .....	3,200 00
Associate Professor .....	2,000 00
Lecturer .....	1,775 00

6,975 00

## (d) Oriental Literature :

Professor .....	3,200 00
Lecturer .....	1,775 00
Instructor .....	1,000 00

5,975 00

## (e) English :

Professor .....	3,200 00
Associate Professor Anglo-Saxon .....	2,000 00
Lecturer (Easter Term) .....	1,000 00

6,200 00

(f) French:		
Professor .....	2,800 00	
Associate Professor .....	2,000 00	
Instructor .....	1,000 00	
		5,800 00
(g) German:		
Professor .....	2,800 00	
Associate Professor .....	1,900 00	
Instructor .....	1,000 00	
		5,700 00
6. University College, general:		
Principal .....	400 00	
		400 00
7. Gymnasium:		
Secretary .....	600 00	
Instructor .....	900 00	
Caretaker .....	576 00	
		2,076 00
<i>Expenses.</i>		
2. Bursar's Office:		
Office supplies, postage, printing and incidentals .....	600 62	
Auditor's remuneration .....	300 00	
		900 62
3. Registrar's Office:		
Stationery and office supplies .....	501 32	
Postage .....	747 24	
Printing, other than Calendar .....	147 03	
Printing Calendar and Curricula .....	2,066 63	
Occasional assistant (also with duties at printing office) .....	420 00	
		3,882 22
4. Vice-Chancellor's Office:		
Honorarium .....	400 00	
Expense indemnity .....	325 00	
		725 00
5. President's Office:		
Secretarial allowance .....	200 00	
Postage and incidentals .....	85 13	
Travelling expenses .....	623 69	
		908 82
6. Law Costs .....	1,263 07	
7. General incidentals, including commissions on real estate transactions .....	1,249 00	
8. Insurance .....	2,000 00	
9. Telephones .....	345 87	
10. Convocation expenses .....	1,260 93	
11. Examinations:		
(a) Remuneration to examiners:		
Arts .....	1,030 55	
Medicine .....	2,172 50	
Law .....	80 00	
Engineering and Applied Science .....	400 00	
Dentistry .....	467 50	
Agriculture .....	443 85	
Music .....	1,029 61	
Pharmacy .....	435 10	
Pedagogy .....	40 00	
Matriculation .....	95 75	
Household Science .....	80 00	
Physical Drill .....	12 00	
		6,286 86

(b) Stationery and supplies: .....	1,148 34
(c) Cost of printing examination papers and class lists .....	1,957 78
(d) Clerical assistance May examinations .....	266 50

Less Government share for departments of Chemistry and Physics .....	9,659 48
	325 00

9,334 48

## 12. Library:

## (a) Maintenance:

Fuel .....	557 46
Water .....	28 96
Cleaning .....	170 00
Repairs and incidentals .....	274 98

1,031 40

(b) Customary grant for books .....	3,000 00
(c) Occasional clerical assistance .....	236 75

4,268 15

## 13. Grounds:

Labour, protective service, gravel, culverts, new roadway, etc. ....	2,786 40
Portion of \$1,500 outstanding on new granolithic walks .....	500 00

3,286 40

## 14. Main Building:

Changing thermostat system .....	967 00
Watchman's recorder .....	500 00
Repairs (including carpentry and plumbing) and sundries .....	2,685 14
Fuel .....	3,989 26
Water .....	203 64
Gas and electric light .....	1,001 48

9,346 52

Less Government share for Department of Physics .....	2,000 00
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7,346 52

## 15. Biological Building:

## (a) Maintenance of Structure

Fuel .....	1,159 31
Gas and electric light .....	185 32
Water .....	101 37
House furnishings and cleaning materials .....	256 50
Repairs, including carpentry, plumbing and painting .....	924 76
Additional attendance and cleaning assistance .....	371 89
Additional lockers, etc. ....	127 05

3,126 20

Less Government share for Department of Mineralogy and Geology .....	100 00
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3,036 20

## (b) Biological Department:

Laboratory and Lecture Room supplies .....	372 34
Museum specimens .....	400 00
Museum supplies and cases .....	1,000 00
Marine and Lake Laboratories .....	300 00
Students' laboratory supplies .....	1,191 50
Assistance in preparation of catalogue .....	250 00
New microscopes .....	472 50

## Sub-department of Botany:

Apparatus .....	337 04
Herbarium .....	592 59

4,915 97

## 16. Physiological Department:

Maintenance, including students' laboratory supplies .....	1,165 55
Apparatus for equipping laboratory .....	200 00
Share of maintenance, medical building .....	2,500 00

3,865 55



17. Psychological Department :	
Maintenance.....	450 00
18. Mathematics :	
Class room supplies and arithmometer.....	52 83
	52 83
19. Political Science :	
Class room supplies .....	36 85
20. History :	
Class room supplies.....	93 50
21. Italian and Spanish :	
Class room supplies .....	34 75
22. Advertising .....	432 60
23. Incidentals .....	195 45
24. University College Departments :	
English :	
Class room supplies and provision for reading essays .....	150 00
French :	
Class room supplies.....	180 00
German :	
Class room supplies .....	175 00
Oriental Literature :	
Class room supplies.....	25 00
Stationery .....	62 26
Printing.....	57 41
Advertising.....	19 66
Incidentals .....	444 77
25. Gymnasium and Students' Union :	
Fuel .....	575 93
Water.....	120 16
Gas.....	66 69
Cleaning .....	75 00
Repairs and incidentals .....	450 78
Apparatus, labor, etc.....	246 00
	1,534 56
26. Dining Hall :	
Grant towards maintenance.....	500 00
27. University Press :	
Final payment to be provided for cost of presses and type.....	650 00
Additions to type and equipment .....	600 00
	1,250 00
28. Educational Association Reception.....	243 00
29. Observatory removal :	
Compensation to officials for vacation of premises.....	1,075 00
30. Senate Elections :	
Allowance to scrutineers and assistants .....	340 00
Postage, printing and incidentals.....	452 05
	792 05
31. Unforeseen and unprovided :	
Appropriation to meet unforeseen expenditure.....	1,183 25

## DEPARTMENT MAINTAINED BY THE GOVERNMENT

## SUMMARY.

1. Chemistry :	
Salaries.....	10,620 00
Maintenance.....	4,054 85
2. Physics :	
Salaries.....	12,300 00
Maintenance.....	6,401 42
3. Mineralogy and Geology :	
Salaries.....	7,358 33
Maintenance.....	6,572 89
4. Examination Expenses :	
Share of above departments.....	325 00
	47,632 49

## DETAILS.

1. Chemistry :		
(a) Salaries :		
Professor .....	2,900	00
Associate Professor .....	2,200	00
Lecturer .....	1,375	00
Lecturer .....	1,375	00
Fellow (sessional) .....	500	00
Assistant (sessional) .....	500	00
Two junior assistants (sessional) .....	700	00
Attendant and caretaker .....	550	00
Cleaner .....	240	00
Fireman (8 months) .....	280	00
	10,620	00
(b) Maintenance of building :		
Fuel .....	703	79
Gas and electric light .....	211	51
Water .....	87	59
Cleaning .....	99	00
Repairs and incidentals .....	958	23
	2,060	12
(c) Maintenance of department :		
Chemicals, glassware and materials .....	1,500	86
Appropriation for sub-department of physical chemistry .....	493	87
	4,054	85
2. Physics :		
(a) Salaries :		
Professor .....	3,200	00
Associate Professor .....	2,000	00
Associate Professor .....	2,000	00
Lecturer .....	1,800	00
Assistant demonstrators (3 at \$500, sessional) .....	1,500	00
Lecture assistant (sessional) .....	500	00
Class assistants (sessional) 6 .....	500	00
Mechanician .....	800	00
	12,300	00
(b) Maintenance of department :		
Supplies, apparatus, etc. ....	4,101	42
Cataloguing of apparatus, etc. ....	300	00
Proportion of fuel, water, light, cleaning, repairs and incidentals, Main Building account .....	2,000	00
	6,401	42
3. Mineralogy and Geology :		
(a) Salaries :		
Professor Geology .....	800	00
Professor Mineralogy .....	2,775	00
Curator of new Museum (one-third time) .....	833	33
Associate Professor Geology .....	1,450	00
Assistants (2 at \$500, sessional) .....	1,000	00
Attendant Mineralogy .....	500	00
	7,358	33
(b) Maintenance of department :		
Mineralogy :		
Apparatus .....	1,358	51
Maintenance, including expenses collecting minerals, etc. ....	706	02
Museum cases, specimens and clerical assistance .....	949	83
Proportions of fuel, water, light, cleaning, repairs and incidentals, Biological Building account .....	100	00
	3,114	36

## Geology :

Fossils, and travelling expenses in connection therewith.....	968 52
Supplies and sundries.....	605 78
Clerical assistance in labelling, card catalogue, etc.....	384 23
Museum cases .....	1,500 00

6,572 89

## 4. Examination expenses :

Share of above departments.....	325 00
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## II. MEDICAL FACULTY.

## RECEIPTS.

## Fees :

First year.....	\$14,660 00	
Less Arts portion.....	1,806 00	
		\$12,854 00
Second year.....	14,716 00	
Less Arts portion.....	2,070 00	
		12,646 00
Third year.....		12,196 00
Fourth year.....		15,687 00
Fifth year.....		150 00
Miscellaneous.....		890 00
Registration.....		805 00
Examination.....		1,856 00
Psychology.....		500 00
Interest on Bank Account.....		638 08
New Medical Building, share of maintenance from Physiological Department.....		2,500 00
New Medical Building, rent of rooms to Provincial Board of Health.....		500 00
Sale of animals.....		18 75
		\$61,240 83

## EXPENDITURE.

## Summary.

Salaries.....		\$38,814 80
Maintenance:		
Anatomical Department.....	\$4,173 72	
Departments other than Anatomy.....	6,910 76	
New Building.....	5,738 57	
General Expenses.....	4,780 59	
		21,603 64
Balance 30th June, 1905.....		822 39

\$61,240 83

## DETAILS.

## Salaries.

## Professors :

A. Primrose, Anatomy.....	\$2,000 00
J. J. Mackenzie, Pathology, etc.....	2,000 00
I. H. Cameron, Surgery and Clinical Surgery.....	950 55
F. LeM. Grasett, Surgery and Clinical Surgery.....	922 05
G. A. Peters, Surgery and Clinical Surgery.....	950 55
L. Teskey, Surgery and Clinical Surgery.....	922 05
A. McPhedran, Medicine and Clinical Medicine.....	950 55
J. L. Davison, Clinical Medicine.....	922 05
C. Sheard, Preventive Medicine.....	922 05
J. Algernon Temple, Operative Obstetrics, etc.....	922 05
A. H. Wright, Obstetrics.....	950 55
W. Oldright, Hygiene.....	950 55
J. F. W. Ross, Gynæcology.....	633 70
J. M. MacCallum, Pharmacology, etc.....	633 70
N. A. Powell, Medical Jurisprudence.....	614 70
R. A. Reeve, Ophthalmology, etc.....	380 22
G. R. McDonagh, Laryngology, etc.....	380 22
W. H. Ellis, Toxicology.....	316 95
G. S. Ryerson, Ophthalmology, etc.....	245 88
G. H. Burnham, Ophthalmology, etc.....	253 48

\$16,821 85



## Associate Professors :

H. A. Bruce, Clinical Surgery .....	\$506 96
D. J. G. Wishart, Laryngology, etc.....	289 06
G. A. Bingham, Clinical Anatomy and Clinical Surgery .....	614 70
W. P. Caven, Clinical Medicine.....	633 70
H. W. Aikins, Anatomy.....	633 70
A. M. Baines, Clinical Medicine.....	614 70
J. T. Fotheringham, Clinical Medicine.....	614 70
H. B. Anderson, Clinical Medicine.....	614 70
C. Trow, Ophthalmology, etc.....	368 82
F. N. G. Starr, Clinical Surgery.....	380 22
J. A. Amyot, Pathology.....	380 22
W. B. Thistle, Clinical Medicine.....	380 22
C. L. Starr, Orthopædics.....	380 22
R. D. Rudolf, Medicine, etc.....	380 22
A. R. Gordon, Medicine, etc.....	380 22
R. J. Dwyer, Medicine, etc.....	380 22
H. T. Machell, Obstetrics, etc.....	266 14
W. T. Stuart, Medical Chemistry.....	500 00

\$8,318 72

## Demonstrators and Associates:

G. Boyd, Clinical Medicine .....	264 00
G. Chambers, Clinical Medicine.....	264 00
F. Fenton, Clinical Medicine.....	158 40
H. C. Parsons, Clinical Medicine.....	158 40
W. Goldie, Clinical Medicine.....	158 40
W. McKeown, Clinical Surgery.....	264 00
C. A. Temple, Clinical Surgery.....	264 00
A. H. Garratt, Clinical Surgery.....	264 00
C. B. Shuttleworth, Clinical Surgery.....	158 40
T. B. Richardson, Clinical Surgery.....	158 40
J. F. Uren, Clinical Surgery.....	158 40
K. C. McIlwraith, Obstetrics.....	264 00
F. Fenton, Obstetrics.....	158 40
C. B. Shuttleworth, Anatomy.....	450 00
W. J. McCollum, Anatomy.....	150 00
W. J. O. Malloch, Anatomy.....	150 00
G. Elliott, Anatomy.....	150 00
E. R. Hooper, Anatomy.....	150 00
W. J. Wilson, Anatomy.....	150 00
A. C. Hendrick, Anatomy.....	150 00
A. J. MacKenzie, Anatomy.....	150 00
D. McGillivray, Anatomy.....	150 00
E. S. Ryerson, Anatomy.....	150 00
F. W. Marlow, Anatomy.....	100 00
W. A. Scott, Anatomy.....	50 00
T. D. Archibald, Pathology, etc.....	250 00
G. Silverthorn, Pathology, etc.....	150 00
C. J. Wagner, Pathology, etc.....	150 00
M. M. Crawford, Pathology, etc.....	150 00
F. A. Clarkson, Pathology, etc.....	150 00
W. H. Pepler, Pathology, etc.....	150 00
H. C. Parsons, Pathology, etc.....	150 00
H. S. Hutchison, Clinical Laboratory.....	250 00
F. E. Watts, Pathology, etc.....	100 00
E. S. Ryerson, Pathology, etc.....	100 00
A. H. W. Caulfield, Pathology, etc.....	50 00
C. P. Lusk, Pharmacy, etc.....	250 00
V. E. Henderson, Pharmacology.....	500 00
D. McGillivray, Medicine.....	50 00
G. W. Howland, Medicine.....	50 00
T. D. Archibald, Medicine.....	50 00

\$7,192 80

## General Service:

A. Primrose, Secretary to Faculty.....	\$1,200 00
J. J. Mackenzie, Assistant Secretary.....	100 00
Thos. Motton, Caretaker.....	720 00
J. S. Pollock, Chief Engineer.....	766 68
J. Magee, Assistant Engineer (4½ mos.).....	203 00
C. Powers, Assistant Engineer (1½ mos.).....	59 42

General service—*Continued*,

Alex. Wilson, Janitor.....	600 00
George Lynne, attendant, Anatomy Dept.....	660 00
J. Sherman, attendant, Anatomy Dept., (9½ mos.).....	327 00
H. Harrison, Laboratory boy (4 mos.).....	64 00
J. Henry, Laboratory boy (1 mo.).....	20 00
Miss M. Armour, Stenographer.....	528 00
Miss M. E. Foote, Library Assistant (7 mos.).....	233 33

5,481 43

## Miscellaneous:

Dr. N. H. Beemer, Psychology fees.....	500 00
Dr. J. H. Richardson, Honorarium as retired Professor.....	250 00
Dr. Uzziel Ogden, Honorarium as retired Professor.....	250 00

1,000 00

\$38,814 80

## III. FACULTY OF APPLIED SCIENCE AND ENGINEERING.

(School of Practical Science.)

## EXPENDITURE.†

*Summary.*

Salaries (details below).....	\$45,301 90
Expenses.....	8,287 68
Maintenance and repairs.....	17,464 26
Instruction in Arts Faculty.....	2,783 00
Examiners.....	1,638 40

73,475 24

Receipts from fees.....	33,758 00
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Showing a difference of.....	\$39,717 24
(being the excess of expenditure over receipts supplied from vote of Legislature.)	

## DETAILS OF SALARIES.

*Principal and Professors.*

J. Galbraith, Principal and Professor in Engineering.....	\$3,200 00
A. P. Coleman, Professor in Geology.....	2,200 00
W. H. Ellis, Professor in Applied Chemistry.....	2,000 00
L. B. Stewart, Professor in Surveying.....	2,100 00
C. H. C. Wright, Professor in Architecture.....	2,100 00
T. R. Rosebrugh, Professor in Electrical Engineering.....	2,100 00
G. R. Mickle, Professor in Mining.....	1,800 00

\$15,500 00

*Lecturers and Registrar.*

J. McGowan, Lecturer in Applied Mechanics.....	1,400 00
R. W. Angus, Lecturer in Mechanical Engineering.....	1,500 00
J. W. Bain, Lecturer in Analytical Chemistry.....	1,400 00
G. R. Anderson, Lecturer in Physics.....	1,200 00
H. W. Price, Lecturer in Electrical Engineering, 3 mos.....	300 00
P. Gillespie, Lecturer in Applied Mechanics, 3 mos.....	300 00
J. R. Cockburn, Lecturer in Drawing, 3 mos.....	300 00
A. T. Laing, Registrar and Librarian.....	1,500 00

\$7,900 00

*Demonstrators.*

H. G. McVean, Demonstrator, Mechanical Engineering, 9 mos.....	750 00
H. W. Price, Demonstrator Electrical Engineering, 9 mos.....	750 00
E. G. R. Ardagh, Demonstrator, Chemistry.....	700 00
P. Gillespie, Demonstrator, Applied Mechanics, 9 mos.....	525 00
H. R. Cockburn, Demonstrator, Drawing, 9 mos.....	525 00
H. G. Smith, Demonstrator, Electrical Engineering, 3 mos.....	175 00
J. G. McMillan, Demonstrator, Mining Engineering, 3 mos.....	175 00
M. C. Boswell, Demonstrator, Chemistry, 3 mos.....	175 00

\$3,775 00

† These figures are for the year ending Dec. 31st. 1905.

*Fellows and Assistants.*

J. Horton, Lecture Assistant, Chemistry, 9 mos.	375 00
J. Parke, Lecture Assistant, Chemistry, 3 mos.	125 00
A. E. Gibson, Fellow in Civil Engineering, 9 mos.	375 00
J. T. M. Burnside, Fellow in Civil Engineering, 2 mos.	84 00
J. A. McFarlane, Fellow in Mechanical Engineering, 9 mos.	375 00
S. E. McGorman, Fellow in Mechanical Engineering, 3 mos.	125 00
J. G. McMillan, Fellow in Mining Engineering, 9 mos.	375 00
S. Dushman, Fellow in Chemistry.	500 00
E. Wade, Fellow in Chemistry.	500 00
J. L. R. Parsons, Fellow in Surveying, 9 mos.	375 00
C. M. Teasdale, Fellow in Surveying, 3 mos.	125 00
N. D. Wilson, Fellow in Surveying, 9 mos.	375 00
S. R. Crerar, Fellow in Surveying, 3 mos.	125 00
W. E. Douglas, Fellow in Surveying, 3 mos.	125 00
H. G. Smith, Fellow in Electrical Engineering, 9 mos.	375 00
R. H. Armour, Fellow in Electrical Engineering, 3 mos.	125 00
G. J. Manson, Fellow in Electrical Engineering, 9 mos.	375 00
R. B. Ross, Fellow in Electrical Engineering 3 mos.	125 00
M. R. Riddell, Fellow in Drawing, 9 mos.	375 00
J. D. Sheply, Fellow in Drawing, 3 mos.	125 00
D. T. Townsend, Fellow in Drawing, 3 mos.	125 00
W. M. Bristol, Fellow in Drawing, 3 mos.	125 00
W. W. Gray, Fellow in Thermodynamics, 3 mos.	125 00
E. W. Walker, Fellow in Hydraulics, 3 mos.	125 00
L. W. Morden, Fellow in Physics, 3 mos.	125 00
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	\$6,084 00

*Attendants.*

David Sinclair, Attendant in Chemistry.	700 00
George Lamb, Attendant in Metallurgy.	340 00
T. Deacon.	50 00
E. Tozer, Attendant in Mining.	350 00
D. K. Armbrust, Attendant in Drafting Room.	350 00
E. Thompson, Attendant in Electrical Laboratory.	300 00
R. Fullerton, Assistant in Mechanical Laboratory.	500 00
J. D. Pettitt, Attendant in Chemical Laboratory.	50 00
A. J. Rickard, Stenographer.	400 00
A. Enright, Messenger.	120 00
D. G. Lyons, Messenger.	15 00
D. Hamilton, Messenger.	17 00
V. R. Ardagh, Messenger.	19 50
W. J. Graham, Caretaker.	900 00
E. Allan, Attendant.	50 00
W. Simpson, Engineer.	1,200 00
A. F. McKay, Fire and Stoker.	160 00
W. B. Scott, Night Fireman.	135 00
J. Cowan, Fireman.	150 00
J. Kerr, Fireman.	100 00
A. Lepper, Night Fireman.	50 00
E. A. Bishop, Caretaker, Chemistry and Mining Building.	733 33
M. McBrearty, Engineer, Chemistry and Mining Building.	1,200 00
S. Hunter, Assistant Engineer, Chemistry and Mining Building.	800 00
W. Foggett, Fireman, Chemistry and Mining Building.	600 00
B. McMahon, Fireman, Chemistry and Mining Building.	550 00
A. Kennedy.	56 67
J. McCracken, Carpenter.	146 40
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	\$10,042 90
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	\$43,301 90

ADDENDUM N.—LIST OF PAPERS AND WORKS BY MEMBERS OF FACULTIES AND RESEARCH STUDENTS FOR THE YEAR 1904-1905.

Anderson, H. B.:

"The Etiology and Pathology of Arteriosclerosis," (American Medicine.)

4 ED. (II.)



"A Case of General Infection by the *Streptococcus pyogenes* with a Remarkable Series of Secondary Manifestations." (Dominion Medical Monthly.)

"Strain as a Factor in the Causation of Cardio-aortic Lesions." British Medical Journal.)

Baker, Alfred:

"Analytical Geometry for Beginners." (W. J. Gage & Co., Toronto.)

Bell, A. J.:

"Virgil and the Drama." (The School Review.)

Burwash, N.:

"A Review of the Development of the University of Toronto as a Provincial Institution." (Trans. Royal Soc. Can.)

"Reviews of Life of Dr. Grant and other Historical Works." (University of Toronto Studies.)

Cameron, J. Home and Squair, J.:

"Le Voyage de Monsieur Perrichon par E. Labiche." Edited with notes and vocabulary. (W. J. Gage & Co., Toronto.) (Copp, Clark Co., Toronto.)

Chant, C. A.:

"Experiments on the Reception by Wires of Electric Waves." (American Journal of Science, Vol. XVIII, Dec., 1904.)

"Some New Determinations of the Reflecting Powers of Glass and Silvered-Glass Mirrors." (Astrophysical Journal Vol. XXI, April, 1905). (Trans. Royal A. Soc. Can. 1904.)

"Progress of Astronomy and Astrophysics in 1904." (Trans. R. A. S. C., 1904, p. XIII.)

Eakin, Thomas:

"The Text of Habakkuk." (Apted, E., Toronto.)

Edgar, Pelham:

"The Makers of Canada." (Editor.)

Faull, J. H.:

"Development of Ascus and Spore Formation in Ascomycetes." (Proc. Boston Soc. Nat. His. Vol. 32, No. 4.)

Henderson, V. E.:

"Tubes Dorsalis." (Journal of Pathology.)

In conjunction with Professor Loewi of Marburg:

"Untersuchungen über den Mechanismus der Harnstoffdi."

"Ueber die Wirkung der Vasodilatatorenerregung."

"Ueber den Einfluss von Pilocarpin und Atropin auf die Durchblutung der Unterkieferspeicheldrüse." (Archiv. Exp. Pathologie und Pharmacologie.)

Kenrick, F. B.:

"A Mechanical Model to Illustrate the Gas Laws." (Journal of Physical Chemistry.)

Keys, D. R.:

"The First English Imperialist." (Transactions of the Empire Club.)

"The Academisch-Neuphilologischer Verein of Leipzig." (Varsity.)

"Some Tendencies of the Modern Novel." (Toronto Sunday World.)

"On the Novel as a Guide to Conduct." (Proc. Can. Inst.)

"The English Pastoral Plays and Players." (University Alumni Monthly.)

Lang, W. R.:

"Some Compounds of Chromic Chloride with Substituted Ammonias." In collaboration with C. M. Carson. (Jour. Amer. Chem. Soc., July, 1904.)

"The Interaction of Hydrogen Sulphide and Sulphur Dioxide." In collaboration with C. M. Carson. (Proc. Chem. Soc. Vol. 21, No. 295, June, 1905.)

"Conceptions of Matter, Ancient and Modern." (University Alumni Monthly.)

"The Chemical Industries of the Dominion, 1905." (Trans. Can. Inst. Vol. VIII.)

The following papers were prepared under the direction of Professor Lang:

"Coal Firing in Full Depth Regenerator Benches." By G. W. McKee. (Progressive Age, Feb., 1904.)

"The Decomposition of Benzene at High Temperatures." By G. W. McKee. (Jour. Soc. Chem. Ind. April 30th, 1904.)

Lefroy, A. H. F.:

"Judge-Made Law." (Law Quarterly Review, London, England).

McLennan, J. C.:

"The Metric System." (Lecture before the Select Committee on Agriculture and Colonization, Printed by Order of the Parliament of Canada.)

"Note on the Use of Sensitive Quadrant Electrometers." (Phys. Rev. Vol. XX, No. 3, March, 1905.)

The following papers were prepared under the direction of Professor McLennan:

"On the Decay of Excited Radioactivity from Natural Gases." (Phys. Rev. Vol. XX, No. 3, March, 1905.) By Miss L. B. Johnson.

"On the Secondary Radiation excited in Different Metals by the Rays from Radium." (Phys. Rev. Vol. XX, No. 3, March, 1905.) By H. F. Dawes.

Marlow, F. W.:

"Enlargement of the Prostate Gland." (Canada Lancet, 1904.) (American Journal of Dermatology and Genito-Urinary Diseases.)

"On the Surgical Treatment of Gastric Ulcer." (The Canadian Practitioner and Review, Sept., 1904.)

"Excision of the Wrist." (The Canadian Practitioner and Review, March, 1905.)

Mavor, James:

"Report to the Board of Trade on the North West of Canada with special reference to Agricultural Production." (Published as a Parliamentary Paper, London, 1905.)

"Recent Financial Movements in the United States." (London, 1904.)

Miller, W. Lash:

"The New Requirements in Chemistry for Junior Matriculation and for the Departmental Examinations of the Province of Ontario." (Issued by authority of the University.)

"A Home-made Balance." (Journal of Amer. Chem. Soc. XXVII, 1905.)

The following papers were prepared under the direction of Professor Miller:

"The Rate of the Reaction between Iodic and Hydriodic Acids." By S. Dushman. (The Jour. Phys. Chem. VIII, 1904.)

"The Electrolysis of Acid Solutions of Aniline." By L. Gilchrist. (The Jour. Phys. Chem. VIII, 1904.)

"Tribromphenolbromide; its Detection, Estimation, Rate of Formation, and Reaction with Hydriodic Acid." By S. J. Lloyd. (Jour. Amer. Chem. Soc. XXVII, 1905.)

- "The Determination of Phenol," by S. J. Lloyd. (Jour. Amer. Chem. Soc. XXVII, 1905.)
- Needler, G. H.:
- "The Niebelungenlied, Translated into Rhymed English Verse in the Metre of the Original." (Henry Holt & Co., New York.)
- Oldright, William:
- "Some Cases Illustrating Difficulties in the Diagnosis and Treatment of Tumors." (Dominion Medical Monthly, 1904.)
- Parks, W. A.:
- "A Remarkable Parasite from the Devonian Rocks of the Hudson Bay Slope." (Amer. Jour. Soc. Vol. XVIII, August, 1904.)
- "The Need of a Provincial Museum in Ontario." (Can. Min. Inst. Vol. VIII, March, 1905.)
- "Geology of a District from Lake Temiskaming Northward." (Geo. Sur. Can. 1904, Summary Report.)
- "Palæontology in the University." (University Alumni Monthly.)
- Rudolf, R. D.:
- "Functional Heart Murmurs." Their Causation and Diagnosis. (International Clinics, Vol. VI, January, 1905.)
- Squair, J. (See under Cameron, J. Home.)
- Stewart, L. B.:
- "The Computation of Geodetic Positions." (The Astronomical Journal Boston, Vol. 24, No. 18.)
- "Stadia Topographic Surveying." (Trans. Assoc. Ont. L. S., 1905.)
- Thomson, R. B.:
- "The Megaspore Membrane of the Gymnosperms." (University of Toronto Studies, Bio. Ser. No. 4.)
- Tracy, F.:
- Six Articles on Teaching, entitled, "The Child and the Book," "The Boy and the Book," "The Youth and the Book," "Learning and its Motives", "Morality and its Motives", "Religion and its Motives." (Sabbath School Teachers' Monthly.)
- "The Autobiography of a Philosophy", A Critical Review of the System of Herbert Spencer. (American Jour. Theology.)
- "The Child's growth, with its new problems for the teacher." (Proc. Ont. Sabbath School Assoc., 1904.)
- "The Nurture of the Moral Nature of the Child." (Proc. Ont. S. S. Assoc., 1904.)
- "Sabbath School Methods, Studies in Teaching and Organization." (Teacher Training Handbook, R. D. Fraser, Toronto.)
- "University Federation." (Canadian Baptist.)
- Vander Smissen, W. H.:
- "Johann Christoph Friedrich Schiller." (University Alumni Monthly.)
- Wallace, F. H.:
- "Wernle's Beginnings of Christianity." (Methodist Quarterly Review.)
- "John Knox." (Methodist Magazine.)
- Wright, A. H.:
- "A Text-Book of Obstetrics." (D. Appleton & Co., New York.)
- Wrong, G. M.:
- "An English History." Edited for use in Canadian Elementary Schools.
- "The Earl of Elgin." (Methuen & Co., London.)
- "The Review of Historical Publications Relating to Canada." Vol. IX. Edited in collaboration with H. H. Langton.



# APPENDIX T.—LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1905, Etc.

## 1. PUBLIC SCHOOL INSPECTORS.

Allingham, Thomas David, B.A.  
 Ayers, Marion Huntley, M.A.  
 Cheswright, Richard Christian.  
 Cole, James McLarty.  
 Fairchild, Austin H., M.A.  
 Fife, James Alexander, B.A.

Gilchrist, Dugald A., B.A.  
 Graham, Louis Hartley, B.A.  
 Hindle, George, B.A.  
 Hutchison, Robert Alexander, B.A.  
 Lougheed, William James, B.A.

## 2. HIGH SCHOOL PRINCIPALS AND SPECIALISTS.

Asselstine, Robert Whiting, B.A.  
 Clarke, Harry Jellyman, B.A. (Science)  
 Courtice, Samuel James, B.A. (Mathematics).  
 Dolan, George Robert, B.A. (Classics, English and History)  
 Fletcher, William Hugh, M.A. (Science)  
 Foik, Henry J., B.A. (French and German)  
 Glass, William Arthur, B.A.  
 Graham, Peter Edward, B.A. (Moderns and History)  
 Grainger, Horace Alexander, B.A. (Science)  
 Guest, Emily Jane, B.A. (English and History).  
 Gundry, Arthur Presland, B.A. (Science)  
 Gundy, Henry Wentworth, B.A. (Classics)  
 Irwin, Herbert William, B.A. (Moderns and History)  
 Jackman, David S., M.A. (Science)

Keith, Arthur W., B.A. (Science)  
 Knight, William Whittington, B.A. (Mathematics).  
 Lang, Hector, B.A. (Mathematics)  
 Lougheed, William James, B.A. (Mathematics).  
 Lucas, Gavin Allan, B.A.  
 MacLaurin, Peter Crawford, B.A. (Science)  
 McQueen, James M., B.A.  
 Rogers, William Henry, B.A. (Mathematics)  
 Rogers, Joseph Whyte, B.A.  
 Sealey, Ethel May, B.A. (Moderns and History).  
 Smith, Thomas Corlett, B.A.  
 Somerville, Thomas C., B.A. (Moderns and History)  
 Voaden, John, M.A. (Science)  
 Watson, Ervin Herbert Alfred, B.A. (Moderns and History)

## 3. HIGH SCHOOL ASSISTANTS AND SPECIALISTS.

Bailey, Joseph James.  
 Bennett, Alice Maude, B.A. (Moderns and History).  
 Brunt, Robert Anthony, B.A. (Science).  
 Cranston, David London, B.A. (Mathematics).  
 Delmage, Evelyn Euphemia, B.A. (Mathematics).  
 Doherty, Mabel (Commercial).  
 Fleming, Ethel May (English and History).  
 Francis, Annie Buchan, B.A. (Moderns and History).  
 Goulding, Hannah Mitchell.  
 Gundy, Helen Myrtle, B.A. (Classics).  
 Hatch, Salem Barton.  
 Henry, Edith May, B.A. (Moderns and History).  
 Henstridge, Elizabeth, M.A. (English and History; French and German).  
 Houston, Jessie, B.A. (Moderns and History).  
 Keefe, Reuben David, B.A.  
 McGuirl, Thomas Henry, B.A. (Commercial).

McKechnie, John Henry, M.A. (Mathematics).  
 McQueen, Rose J.  
 Mercer, John S. (Manual Training).  
 Odium, Eleanor Dora, B.A. (Moderns and History).  
 Robertson, John Nelson, B.A.  
 Rutherford, William Herbert, B.A. (Mathematics).  
 Shawcross, Mary Louise.  
 Shirreff, Robert Marshall (French and German).  
 Stephens, Robert H.  
 Stewart, Ernest John, B.A.  
 Stone, Allie B. (Commercial).  
 Story, Selina Gladys, M.A. Moderns and History).  
 Tapscott, Cora Ida, B.A.  
 Tompkins, Elizabeth Augusta.  
 Walker, Arthur J.  
 Ward, Clara Anne, B.A. Moderns and History.

## 4. SUMMARY OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

	Male.	Female.	Total.
First Class.....	39	60	99
Second Class.....	20	262	282
Third Class, per County Model School reports.....	301	885	1186
Plantagent Bi-lingual Model School.....	4	15	19
Gore Bay District Model School.....	3	18	21

## 5. FIRST CLASS CERTIFICATES.

Aldredge, Merlin A.  
 Armstrong, Delbert W.  
 Ayres, Marion Huntley, M.A.  
 Baker, Lena, A.M.  
 Baker, Sarah Jane (Honors).  
 Boskill, Florence Annie.  
 Bauer, Bertha Theresa.  
 Blake, Florence Margaret.  
 Beattie, Ada Mary.  
 Bartlett, Cora.  
 Croskery, Ella Spaulding.  
 Chant, Walter.  
 Cowan, Samuel George, B.A.  
 Drew, Edith M.  
 Davidson, Edna Frances, (Honors).  
 Dredge, Dora Edna.  
 Dorrington, Annie.  
 Eccles, Annie L.  
 Fox, Mattie.  
 Froats, Charles Willis M.A. (Honors)  
 Ferguson, George Arthur.  
 Grant, William Henry.  
 Gordon, Mary M.  
 Gibbard, Alexander Hanna, B.A.  
 Graham, Minnie E.  
 Gregory, Stella L.  
 Graham, Laura.  
 Gaboury, Valentine Hector.  
 Hawley, Blanche.  
 Hicks, Frederick Montford.  
 Hindle, George, B.A.  
 Hooper, Melvin L.  
 Hutchison, Robert Alexander, B.A.  
 Hall, Bertha Ellen.  
 Hollingshead, Hannah.  
 Hemming, Eva Maude.  
 Hindson, Hilda.  
 Hodgins, May Isabel.  
 Hemphill, John.  
 Hutchison, Robert H.  
 Jepson, Janet A.  
 Johnston, Katie B.  
 Job, Helen Theodora.  
 Keegan, Joseph D.  
 Kelly, William John.  
 Law, Elizabeth H.  
 Leighton, C. Edna.  
 MacDonald, Donald D.  
 McFaul, Harry E.

McLean, Eva Frances.  
 McLeish, Sarah.  
 McWilliam, William James.  
 McPherson, Jennette Florence,  
 Mackenzie, Marion Fasken.  
 Marlin, Lewis A.  
 Mitchener, James Sidney, B.A.  
 Morrow, Evelyn Maude.  
 Milburn, Clement.  
 Moore, John Leslie.  
 Mitchell, H. Blanche.  
 Magee, James Albert.  
 Nelson, Albert E.  
 Newcombe, Jean.  
 Nielson, Mary.  
 Pettit, Louis John, B.A.  
 Phillips, Ethel M.  
 Parr, Clara Edith.  
 Percy, Herbert Algernon.  
 Raycraft, Lillie J.  
 Robertson, Kenneth.  
 Robertson, Queenie Maie.  
 Robinson, Annie Frances.  
 Ritchie, Annie Jane.  
 Rabb, Lelah Beatrice.  
 Runians, Nellie.  
 Simpson, Benjamin L., M.A.  
 Smith, Frederick P.  
 Smith, John Charles, B.A.  
 Stewart, Leslie.  
 Sweeney, Agnes C.  
 Steer, George Hobson.  
 Smith, Margaret Jean.  
 Stidwell, Alberta.  
 Smith, George Richard.  
 Smith, Irene E.  
 Seery, Winifred.  
 Tompkins, M. Alice.  
 Trout, Agnes.  
 Truscott, Samuel Alfred, M.A.  
 Thackery, Barton Earl, B.A.  
 Tremere, M. S. Rose.  
 Thomson, Olive O.  
 Waring, Cora Natalie.  
 Watson, Gertrude Vesta A.  
 Webb, Charles W., B.A.  
 Weatherston, Jeannie B.  
 Wilkinson, James Egerton.  
 Whyte, Marion Isabella.

*Special First Class Granted under the Provisions of Sub-Section 4 of Section 82 of the Public Schools Act.*

Russell, Alexander.

## 6.—SECOND CLASS CERTIFICATES.

Alexander, Muriel.	Elliott, Anna Eva.
Andrews, Daisy A.	Elliott, Georgina.
Auld, Williamine.	Ellis, Ida Myrtle.
Aylesworth, Mary.	Evans, Kate Ann.
Atkinson, William.	Fawkes, Zella.
Aiton, Agnes.	Fitzgerald, Gertrude.
Andrews, Lucie Eugenie (Honors).	Ford, Melita N.
Archer, Frances Lilian.	Fyle, M. May.
Bain, Maggie.	Forrest, Lizzie.
Black, Clara.	Fox, Catharine.
Brown, Birdie Sarah.	Fair, Bernice.
Brown, Mary.	Fair, Lucy Georgina.
Barry, Gertrude.	Farrant, Ethel Olga.
Boulger, Mary.	Farrow, Eliza Ethel.
Brock, Eda.	Flesher, Lillian Maude.
Brown, Sadie (Honors).	Flock, Isabella Blanche.
Bussell, Elizabeth.	Flock, Margaret Maud.
Bagshaw, Annie Maud.	Foster, Lottie Lavina, (Honors).
Bain, Estella.	Fraser, Florence Isabel, (Honors).
Baldwin, Lily C.	Grainger, Bevin.
Barclay, May Mabel Clare.	Gillespie, Norah.
Beemer, Mary Rebecca.	Gentleman, Isabella, (Honors).
Bell, Margaret.	Gayman, Harvey N.
Bell, Victoria Maud.	Galna, Geraldina.
Bennett, Madge Alice.	Galbraith, Amy Mary.
Bennett, Minnie Isabelle.	Gaynor, James F.
Bishop, Sadie Vera Victoria.	Govenlack, Janet.
Bishop, Hattie Amelia (Honors).	Graham, Bida.
Bole, Lorraine Alexandria.	Griffin, Pearl.
Bolton, Winnifred Eva.	Gallaher, Mary.
Borrowman, Edith Murray.	Gray, Bertha Elizabeth, (Honors).
Brown, Belle Alina.	Grant, Annie.
Browne, Jean Elizabeth (Honors).	Green, Mrs. Louisa, (Honors).
Buriss, Claudia Beatrice.	Greenley, Myrtle.
Byam, Emma.	Guary, Kate.
Campbell, Cora E.	Hedden, Fannie S.
Cloes, Otto.	Henderson, Liza.
Coombs, Winnifred.	Hindley, Hattie.
Cameron, Cecelia.	Hume, Annie E.
Carmichael, Margaretta (Honors).	Humphries, Carrie.
Coe, Eva.	Husband, Addie F., (Honors).
Colgan, Florence.	Hyatt, Ruth.
Currie, Mary.	Halladay, Eva.
Calder, Mary.	Hefferman, John.
Chandler, Susie Elizabeth.	Hodgson, Pauline.
Colbert, Maggie Ethel (Honors).	Hunt, Annie.
Cole, Cora Mininetta.	Hamilton, Birdie Jemima,
Copeman, Edith Annie.	Hammell, Ethel Eleanor Mary, (Honors).
Corbett, Etta Catharine.	Hanna, Minnie Richmond.
Corcoran, Mary.	Hassett, Emily Blenna.
Crowe, Annie (Honors).	Hastie, Hannah Carrall.
Currie, Bessie Josephine.	Hilborn, Lilly.
Coughlin, Nona.	Hoyle, Mabelle May, (Honors).
Craig, Minnie.	Hutt, Alice Lawson.
Dickie, Ella.	Hughson, Ida Rooker.
Dickie, Mary A. B.	Irwin, Jennie Sarah, (Honors).
Douglas, Teresa J.	Irwin, Isabel.
Duff, M. Alice.	Johnston, Bessie A.
Dunkin, Cordelia M. (Honors).	James, Laura.
Davy, Marion.	Jones, William.
Dickson, Laura.	Joyce, Katie.
Delaney, Mary.	Jamieson, Margaret Jane.
Dwyer, Tessie.	Jewell, Annie Richardson.
Dame, Cora Anna Miller.	Jones, Clara.
Delaporte, Alicia Henrietta.	Jewison, Bertha Louise.
Dempsey, Lulu Geraldine.	Jackson, A. Gertrude.
Donnelly, Katie.	Kadie, Louise.
Dwyer, Annie Beatrice.	Kenyon, Annie K. E.



6.—SECOND CLASS CERTIFICATES.—*Continued.*

Kennedy, Hector, (Honors).  
 Kingsbury, Sarah.  
 Lillico, Ina B.  
 Loucks, Harry A.  
 Landon, Mary.  
 Lanigan, Mary, (Honors).  
 Langtry, Margaret Louise.  
 Large, Emily.  
 Larkworthy, Dorothy Margaret.  
 Lediard, Ella.  
 Lightfoot, Jessie Hannah.  
 Limbert, Harriet Louise, (Honors).  
 Lowry, Violet Anna.  
 Lawson, Bertha Clare.  
 Lloyd, Hazel,  
 McCabe, Mary B.  
 McCallum, Elsie A., (Honors).  
 McChesney, Mary, (Honors).  
 McDonald, Mary Ella.  
 McIntyre, Isabel E.  
 McKellar, Kate.  
 McKerrall, Dora, (Honors).  
 McLean, Flora Lillie.  
 McLeod, Alexander.  
 McMillan, Allison.  
 McNair, Rebecca.  
 McDonnell, Charles.  
 McEvoy, Emma.  
 McEwen, Minnie.  
 McEwen, Nettie.  
 McBurney, Margaret Ethel.  
 McCarthy, Mary.  
 McCaughrin, Mattie.  
 McCannell, Edith Madge.  
 McHardy, Flora Margaret.  
 McKenzie, Lottie Eliza.  
 McNaught, Alberta.  
 McMurty, Mona L.  
 McConnell, Alice R.  
 MacKenzie, Margaret.  
 MacNaughton, Jessye Alenna.  
 Mahon, James Henry.  
 Maidement, Lillian C.  
 Mason, Lily Grace.  
 Mills, Sadie.  
 Mooney, Annie M.  
 Misener, Grace.  
 Morris, Edith (Honors).  
 Myers, Eva.  
 Myers, Willis.  
 Maret, Lillian May.  
 Marshall, Ella Jean (Honors).  
 Martin, Lillie Elizabeth.  
 Martindale, Edna Irene.  
 Mathews, Olive.  
 Metherell, Annie Caroline.  
 Mickle, Annie.  
 Mickle, Ethel (Honors).  
 Might, Hattie Louise.  
 Miller, Beulah Helen.  
 Miller, Edith May.  
 Montgomery, Alice Eliza.  
 Moon, Rebecca.  
 Moreau, Odile (Honors).  
 Morris, Helen Gertrude.  
 Manderson, Amy Isabel.  
 Masson, Jennie R.  
 Nolan, Anastasia.

Nichols, Louis L. (Honors).  
 Oxley, Alice.  
 Ovans, Euphemia.  
 Oakley, Laura.  
 O'Donohue, John (Honors).  
 Pettit, Jessie Louise.  
 Powell, Minnie Evilla.  
 Parrott, Luella.  
 Purdy, Ethel.  
 Paget, Mary Elizabeth.  
 Patterson, Anne Kathleen.  
 Pettigrew, Margaret Scouller (Honors).  
 Pilkey, Peter Thomas (Honors).  
 Pound, Della.  
 Powell, Bertha May.  
 Purvis, Mary Elizabeth.  
 Patterson, Clara Ellen.  
 Perkins, Ida Godwin.  
 Reid, James R.  
 Ritchie, Annie M.  
 Robinson, Margaret J.  
 Rennie, Jean Graham.  
 Reyecraft, Edith Myrtle.  
 Reid, Ethel Charlotte (Honors).  
 Robertson, Margaret (Honors).  
 Shepherd, Zilla Electa.  
 Smibert, Mina.  
 Squire, Drusilla.  
 Stafford, Hannah.  
 Stirtzinger, Mabel E.  
 Scammell, Dawn (Honors).  
 Shaw, Laelia.  
 Smith, Annie.  
 Schissler, Vina.  
 Scofield, Margaret Thompson.  
 Sauriol, Mary Elizabeth (Honors).  
 Shaw, Fannie Maude (Honors).  
 Sheldrick, Annie (Honors).  
 Shields, Ethel Sophia.  
 Sing, Ethel Mary.  
 Skinner, Mary Ann.  
 Sloggett, Helen Elizabeth.  
 Srigley, Bertha.  
 Stark, Mary Christine.  
 Steadman, Sara.  
 Stubbs, Mary Edna (Honors).  
 Switzer, May.  
 Salter, Alice.  
 Sloane, Anna Beresford.  
 Shortt, Edythe B.  
 Thorne, Florence Albert.  
 Taylor, Grace.  
 Taylor, Gertrude Jemima.  
 Tobey, Ida Alice (Honors).  
 Townsend, Ethel Ida.  
 Vance, Maggie.  
 Vallary, Lizzie Joan.  
 Veitch, Laura.  
 Vinini, Mary (Honors).  
 Whiddow, John W.  
 White, Gee.  
 Whiting, Arthur.  
 Whiting, Florence.  
 Wilson, Ethel.  
 Winter, Mabel M.  
 Wink, Edith.  
 Wallace, Annie Elizabeth.  
 Watterworth, Martha Maude.

6. SECOND CLASS CERTIFICATES.—*Concluded.*

White, Mary Ethel (Honors).  
 Wideman, Cora Melvina.  
 Wilson, Laura Graham (Honors).  
 Wills, Gertie May.

Wright, Nettie.  
 Wyatt, Isabella Jane.  
 Young, Alice.

*Second-Class Certificates Granted by Order-in-Council.*

Lefurgey, Nora.  
 McLeod, Margaret F.

MacDonald, Duncan A.

## 7. KINDERGARTEN DIRECTORS.

Alcombrack, Lovella.  
 Anderson, Mary.  
 Angus, Mary Maud.  
 Baker, Mildred A. (Honors).  
 Batton, Edith (Honors.).  
 Bennett, Katharine E.  
 Daly, Georgina J.  
 Farquharson, Vida S.  
 Holman, Helen B.  
 Johnston, Elizabeth J.  
 Johnson, Ethel.  
 Legate, Annie H. (Honors).  
 MacRitchie, Norma (Honors).  
 Maybee, Mary Edna (Honors).  
 Magwood, Mabel (Honors).

Plummer, Maude I.  
 Pyfrom, Wilhelmina.  
 Reid, Jean Douglas (Honors).  
 Richardson, Zella.  
 Schaumberg, Maude.  
 Sherring, May E.  
 Sutherland, Jessie.  
 Turner, Mildred.  
 Tattersall, Ethel.  
 Willcocks, Georgina F. (Honors).  
 Wilson, Florence McLean.  
 Wilson, Margaret H.  
 Windsor, Nellie.  
 Ziegler, Edna.

## 8. CERTIFICATES IN DOMESTIC SCIENCE.

Armstrong, Mildred K.  
 Bell, Adna Mary.  
 Berry, Elizabeth.  
 Culham, Lorna C.  
 Doane, Jeanie Arbuthnott.  
 Dieke, Hilda.  
 Ellis, May Muriel.  
 Ferguson, Edna Maharry.  
 Fitzgerald, Eliza S., B.A.  
 Govenlock, Mabel Jane.  
 Gunn, Jeanette Catharine.  
 Howitt, Felicia.  
 Henry, Florence.  
 Jackes, Ada Emelia.  
 Johnston, Margaret J. (Specialist).  
 Kent, Charlotte G.  
 Lucas, Essa.  
 Livens, Mae M.

MacNaughton, Amelia Maye.  
 MacVannel, Elizabeth.  
 McCrimmon, Rachel.  
 Matthews, Mary Mabel.  
 Miles, Ella Frances.  
 Osborne, Augusta M.  
 Powell, Muriel.  
 Rogers, Edith Thomson.  
 Rust, Alice Boyer.  
 Robertson, A. Enid.  
 Rath, Martha A.  
 Ross, Lottie Louis.  
 Strong, Isabel Wright.  
 Sheffield, Lillian.  
 Smillie, Agnes E.  
 Williamson, Frankie, G. E.  
 Wilson, Janet.

## 9. CERTIFICATES IN MANUAL TRAINING.

Mercer, John S. (Specialist).  
 Runions, James Everard.

Snider, Wilbert W. (Specialist).

## 10. TEMPORARY AND EXTENDED CERTIFICATES.

County, etc.	Temporary Certificates.	Third-class certificates extended.
Bruce.....	18	
Carleton.....	1	
Dundas.....	3	1
Essex.....	21	
Glengarry.....	12	1
Grey.....	21	
Haldimand.....	3	
Haliburton.....	19	1
Halton.....	1	1
Hastings.....	32	2
Huron.....	5	1
Kent.....	7	
Lambton.....	12	1
Lanark.....	11	1
Leeds and Grenville.....	6	2
Lennox and Addington.....	20	
Lincoln.....	1	
Middlesex.....	2	
Norfolk.....	21	
Ontario.....	1	1
Prescott and Russell.....	8	3
Prince Edward.....	8	
Renfrew.....	19	2
Simcoe.....	8	2
Stormont.....	2	
Victoria.....	7	
Welland.....	1	
Wellington.....	1	
Central Ontario, R.C.S. Schools.....	11	1
Eastern do.....	2	1
Western do.....	2	1
Bilingual do.....	8	
Districts.....	158	
Total 1905.....	451	22
Total 1904.....	343	88
Increase.....	108	
Decrease.....		66

## 11. PROFESSIONAL EXAMINATIONS.

Examinations.	Number of Candidates.	Certificates awarded.					
		First Class.	Second Class.	High School Interim.	Public School Interim.	Kinder- garten Directors.	Kinder- garten Assistants.
* Normal College.....	196	44		109	117		
Normal School.....	305		258		26		
† Kindergarten.....	†					29	32

\*First Normal College examination conducted under the provisions of regulations 79 and 80 (1904).

†First Kindergarten examination conducted under the provisions of regulation 55 (1904).

‡Not reported.



APPENDIX U.—MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARDS OF EXAMINERS; LISTS OF ASSOCIATE EXAMINERS; AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I.—EDUCATIONAL COUNCIL, 1905-1906.

Prof. James Loudon, M.A., LL.D., President, Toronto University.  
 Prof. Maurice Hutton, M.A., Principal, University College, Toronto.  
 Prof. A. B. MacCallum, B.A., M.B., Ph.D., F.R.S., Toronto University.  
 Prof. Alfred Baker, M.A., Toronto University.  
 Rev. J. R. Teefy, M.A., LL.D., Toronto.  
 Rev. N. Burwash, M.A., LL.D., Chancellor, Victoria College, Toronto.  
 Prof. A. P. Knight, M.A., M.D., Queen's University, Kingston.  
 A. C. McKay, B.A., LL.D., Chancellor, McMaster University, Toronto.  
 J. W. Plewes, Principal, Model School, Chatham.  
 J. E. Wetherell, B.A., Principal Coll. Inst., Strathroy.  
 Allan Embury, Inspector of Schools, Co. Peel, Brampton.  
 Rev. T. C. Street Macklem, M.A., D.D., LL.D., Vice-Chancellor, Trinity College, Toronto.

II. BOARDS OF EXAMINERS, 1906.

(1) *District Certificate Board.*

D. Robb, B. A., I. P. S. .... Brussels.  
 H. I. Strang, B.A. .... Goderich.  
 W. W. Rutherford, B.A., Prin., Coll. Inst. .... Aylmer.  
 J. B. McDougall, B.A., I. P. S. .... North Bay.  
 R. G. Scott, B.A., I. P. S. .... Pembroke.

(2) *Junior and Senior Teachers' and University Matriculation Board.*

Andras, J. W. G., Ph. D. .... Trinity College.  
 Bain, A. R., M.A., LL.D. .... Victoria College.  
 Ballard, W. H., M. A. .... Public School Inspector, Hamilton.  
 Edgar, Pelham, Ph. D. .... Victoria College.  
 Hardy, E. A., B. A. .... Toronto.  
 Johnston, G. W., Ph. D. .... Toronto University.  
 Kenrick, F. B., Ph. D. .... Toronto University.  
 Matheson, J., M. A. .... Queen's University, Kingston.  
 McLay, W. S. W., M.A. .... McMaster University.  
 McLennan, J. C., Ph. D. .... Toronto University.  
 McNaughton, J., M. A. .... Queen's University.  
 Piersol, W. H., B.A. .... Toronto University.  
 Prendergast, W., B.A. .... Separate School Inspector, Toronto.  
 Robertson, J. C., M.A. .... Victoria College.  
 Squair, J., B.A. .... Toronto University.

(3) *Commercial Specialist Board.*

J. A. Dickenson. .... Collegiate Institute, London.  
 J. H. Packham, B.A. .... Collegiate Institute, Owen Sound.  
 R. H. Eldon, B.A. .... Technical School, Toronto.

(4) *Art Specialist Board.*

J. H. Cameron, B.A. .... Toronto University.  
 S. K. Davidson. .... Normal School, London.  
 A. H. Leake. .... Inspector Technical Schools, Toronto.

(5) *High School Entrance Board.*

I. M. Levan, B.A. .... Woodstock.  
 D. D. Moshier, B. Ped. .... Sarnia.  
 D. M. Walker, B.A. .... Peterboro'.

## III. ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS, 1905.

(1) *District Certificate Examination.*

## Algebra:

Murray, R. W.

## Geometry:

Fairchild, A. H.

## Dictation:

Kerfoot, H. W.

## Literature:

Robinson, J. B.

## Composition:

Lewis, T. N.

## Arithmetic:

Graham, W. A.

## Grammar:

McManus, Emily.

## Geography:

Milne, J. W.

## History:

Dickenson, E. N.

(2) *Junior Leaving and Senior Matriculation.*

## Geography:

Emery, J. W.

Saunders, W. J.

Cornish, G. A.

Stevenson, Louis.

Kennedy, G. E.

McLean, E. M.

Cole, J. M.

Might, L.

Shepherd, M. W.

## Chemistry:

Gundry, A. P.

Cosens, A.

Forbes, W. B.

Closs, F. D.

Wilson, W. J.

Corkill, E. J.

Preston, T.

MacMurchy, N.

Lennox, T. H.

## Physics:

Gill, J.

Clarke, H. J.

Smeaton, W.

McDougall, N.

Sexton, J. H.

Voaden, J.

Ivey, T. J.

Lehmann, C.

Moore, J. R.

Keith, A. W.

Arthur, C. C.

Granger, H. A.

Hamilton, R. S.

Pugsley, E.

## English Grammar:

Gibbard, A. H.

Asselstine, R. W.

French, B. E.

McCuaig, H. M.

Jamieson, J. S.

Malcolm, G. D.

Pattee, Mrs. Ada

McQueen, J.

Watson, A. H.

Kennedy, L. A.

## History:

Burt, A. W.

Freeman, J. A.

Barron, R. A.

Dunkley, A. W.

Dolan, J. H.

McKinnon, C.

Marshall, J. W.

Dowsley, W. C.

Jermyn, P. T.

Clerk, C. J.

Mabee, G. E.

## Arithmetic and Mensuration:

Davidson, J.

Seaton, E. T.

Courtice, S. J.

Wren, J. S.

Davidson, J. H.

Henry, T. M.

Potter, C.

Doidge, T. C.

Norris, J.

## Algebra:

Gourlay, R.

Anglin, R. W.

Keith, G. W.

Hedley, R. W.

Massey, A. W.

Patterson, W. J.

Lick, Addie.

## Geometry:

Kirkconnell, T. A.

Graham, R. G.

Gunn, D. W.

Cox, J. L.

Taylor, J. G.

Hills, Minnie.

Armstrong, F.

Saunders, W. R.

Jamieson, T.

Galbraith, R.

Henry, T. M.

Montizambert, J. M.

## English Literature:

Wetherell, J. E.

Ball, Kathleen H.

(2) *Junior Leaving and Senior Matriculation.*—Continued.English Literature.—*Con.*:

Henstridge, Eliza.  
 Meiklejohn, A. J.  
 Barr, Janet.  
 Race, W. B.  
 Jeffries, J.  
 Elliott, T. E.  
 Bennett, A. M.  
 Armstrong, W. G.  
 Newman, G. E.  
 Milburn, E. F.  
 Fleming, Edith M.

## English Composition:

Redditt, T. H.  
 McPherson, Hattie G.  
 Bale, G. S.  
 French, F. W.  
 Dolan, G. R.  
 Horton, C. W.

## Classics:

Mayberry, C.  
 Teskey, Edith A.  
 Wright, W. J.  
 Bell, J. J.  
 Bryan, H. W.  
 Dcbson, P. C.  
 McKinley, J. M.

## Classics:

Bonis, H.  
 Owen, E.  
 Kerr, C. S.  
 Messmore, J. T.  
 Coutts, R. D.  
 Munro, P. F.  
 Macdonald, J.  
 Treemer, J.

## French and German:

Day, A. E.  
 Clothier, J. O.  
 Cook, Margaret.  
 Burnham, A. M.  
 Trenaman, Mabel M.  
 Denyes, J. M.  
 McDougall, I. J.  
 Tamblyn, W. T.  
 Rose, Marion.  
 Conlin, Evelyn E.  
 Sherriff, R. M.  
 Grant, Christine, C.  
 Tennant, Isabella.  
 Fleming, Ethel K.  
 Watterworth, Grace.  
 Lane, J. S.

*Senior Leaving and Honor Matriculation.*

## Science:

Whyte, D.  
 Hill, E. L.  
 Fife, J. A.  
 Ellis, W. S.

## Classics:

Smith, L. C.  
 Passmore, S. F.  
 Colling, J. K.  
 Little, R. A.  
 Colling, James.

## English Literature and Composition:

Christie, J. D.  
 Foucar, W. K.  
 Houston, J.  
 Lawler, Gertrude.  
 Perry, S. W.

## Mathematics:

DeGuerre, A.  
 Cornwell, J. L.  
 Little, J. G.  
 Robertson, H. S.  
 Elliott, J.

## History:

Classey, F. A.  
 Hoag, J. P.

## French and German:

Dales, J. N.  
 Lane, J. S.  
 Hogarth, E. S.  
 Ferguson, W. C.  
 McKellar, H. S.



## IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Aylmer.....	Rutherford, Walter W..... Kilmer, Ernest E. C..... Munro, Peter Fraser..... Story, Selina Gladys.....	B.A., Tor..... B.A., Queen's..... M.A., Queen's, B. Ped., Tor..... M.A., Queen's.....	Math..... Commercial, Sci..... Class..... Mods. and Hist.....	1883 1899 1903 1904	\$ 1,500 1,000 1,000 850
Barrie.....	Redditt, Thomas H..... Hay, Andrew..... Moir, Mary Annie..... Morrison, A. Selkirk..... MacKay, Donald Alexander..... Dobson, Percival Charles.....	B.A., Tor..... ..... ..... B.A., Queen's..... B.A., Queen's..... B.A., Tor.....	Eng, Hist., Fr., Ger..... Math..... Commercial..... Eng. Hist..... Sci..... Class.....	1893 1882 1895 1905 1905 1905	1,500 1,000 850 900 1,000 1,000
Berlin.....	Forsyth, David..... Jackman, David S..... Dolan, George Robert..... Norman, Lambert..... Martyn, Harold G..... Williams, Walter Herbert (Interim) Brown, Harry Wilson (Interim) Houston, D. W..... Fisher, Katharine A..... Detwiler, Eldon..... Zoellner, Margaret.....	B.A., Tor..... M.A., Tor..... B.A., Queen's..... B.A., Tor..... B.A., Tor..... M.A., Queen's..... ..... ..... ..... ..... .....	Math..... Sci..... Eng, Hist., Class..... Com. (Interim) Eng, His, Fr., Ger..... Mods. and Hist..... Mods. and Hist..... ..... (Manual Training Instructor) (Household Science Instructor) (Physical Director and Art Inst.) (Physical Director)	1901 1902 1904 1904 1904 1905 1906 1903 1903 1905 1905	1,650 1,150 1,100 1,150 1,000 900 800 1,150 650 550 250
Brantford.....	Burt, Arthur William..... Pasmore, Samuel F..... Coates, Daniel Harsum..... Bunnell, Effie Maria..... Shultis, Adam..... Gundry, Arthur Presland..... Gibson, Ethel..... (Interim) Dingman, Milly..... (Interim)	B.A., Tor..... M.A., Tor..... B.A., Tor..... B.A., Tor..... ..... B.A., Tor..... B.A., Tor..... .....	Eng, Hist., Fr., Ger..... Class..... Math..... Eng, Hist., Fr., Ger..... Commercial..... Sci..... Mods. and Hist..... .....	1893 1885 1893 1891 1896 1904 1905 1905	1,800 1,200 1,200 1,200 1,200 1,200 800 600
Brockville.....	Mowat, Alexander..... Bryan, Hugh Wallace..... Husband, Almeron Judson.....	B.A., Tor..... M.A., Queen's..... B.A., Tor.....	Eng, Hist..... Class..... Eng, Hist. (Interim), Fr., Ger.....	1901 1901 1895	1,600 1,100 1,100

Forbes, John W.	B.A., Tor.	Math.	1902	1,100
Emery, John Whitehall	B.A., Tor.	Commercial (Interim), Sci.	1904	1,100
Giles, A. Edith			1890	800
Richardson, Kate		Commercial	1898	800
Hopkings, Walter E. (Interim)			1904	700
Chatham				
Twohey, William J.	M.A., Tor.	Class	1904	1,550
Paterson, David Smith	B.A., Tor.	Eng., Hist., Fr., Ger.	1888	1,250
Taylor, Wilson	B.A., Tor.	Math.	1894	1,250
Jewett, Albert E.	B.A., Queen's	Sci.	1896	1,250
Lane, James Stanley	B.A., Tor.	Fr., Ger.	1898	1,175
Collins, Henry		Commercial	1902	1,250
Jennings, Edwin William	B.A., Tor.	Eng. Hist. (Interim)	1904	900
Lafferty, Isabella Sarah Effie (Int.)	B.A., Tor.		1903	600
Ayers, Marion Huntley (Interim)	M.A., Queen's		1905	900
McRitchie, Alex. Robinson	B.A., Tor.	Sci.	1905	800
Clinton				
Houston, John	M.A., Tor.	Eng., Hist., Fr., Ger.	1893	1,225
McLean, Ebenezer M.		Sci.	1894	1,000
McKinnon, Charles . . . (Interim)	B.A., Tor.		1904	900
Cranston, David London	B.A., Tor.	Math.	1904	750
Watterworth, Grace McC		Commercial	1905	650
Cobourg				
Mitchell, George Winter	M.A., Queen's	Class.	1890	1,425
Arthur, Colin Clayton	M.A., Queen's	Sci.	1893	1,000
Odell, John William	B.A., Tor.	Math.	1895	1,000
Jones, Laura L.	B.A., Tor.	Eng., Hist., Fr., Ger.	1898	800
Jamieson, Clinton Egerton (Int'rim)		Com.	1905	800
Collingwood				
Hammill, George	B.A., Tor.	Math.	1892	1,200
Colling, John Knowles	B.A., Tor.	Class.	1899	950
Stone, Alice B.		Commercial	1902	750
Cole, Agatha St. Osyth . . . (Interim)	B.A., Tor.	Mods. and Hist.	1905	750
Moore, E. S. . . . . (Permit)	B.A., Tor.		1906	975
Jones, Louis E.	B.A., Tor.		1906	900
Galt				
Carscadden, Thomas	M.A., Tor.	Eng., Hist.	1885	1,750
DeGuerre, Ambrose.	B.A., Tor.	Math.	1890	1,200
Evans, William Edwin		Commercial	1892	1,200
Hamilton, Robert S.	B.A., Tor.	Sci.	1894	1,200
Carter, Janet Wishart	M.A., Tor.	Eng., Hist., (Interim), Fr., Ger.	1901	1,000
Morrow, Archibald Elston.	B.A., Tor.	Class.	1905	1,200
Goderich				
Field, John M.	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	1,200
Strang, Hugh Innis	B.A., Tor.	Class.	1871	1,000

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906. — *Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Goderich— <i>Continued</i> . . . . .	Merritt, Robert Norris . . . . .	B. A., Tor . . . . .	Math . . . . .	1902	950
	Robertson, George A . . . . .	B. A., Tor . . . . .	Sci. (Interim) . . . . .	1905	900
	Parlee, Edith . . . . .	. . . . .	Commercial . . . . .	1903	800
	Bauer, Bertha . . . . . (Interim)	B. A., Tor . . . . .	. . . . .	1906	600
	Davison, James . . . . .	B. A., Vic . . . . .	Math . . . . .	1892	1,500
Guelph . . . . .	Hill, Ethelbert Lincoln . . . . .	B. A., Tor . . . . .	Sci. . . . .	1889	1,100
	Skinner, Kate Clara . . . . .	B. A., Tor . . . . .	Eng, Hist., Fr., Ger . . . . .	1895	900
	Glasey, David Alex . . . . .	B. A., Tor . . . . .	Class . . . . .	1903	1,100
	Charlesworth, John William . . . . .	. . . . .	. . . . .	1888	950
	Taylor, Luther William . . . . .	. . . . .	Commercial . . . . .	1902	1,050
Hamilton . . . . .	Hughes, Frank Joseph . . . . . (Interim)	. . . . .	Commercial . . . . .	1904	750
	Thompson, Robert Allan . . . . .	B. A., Tor . . . . .	Math . . . . .	1886	2,000
	Turner, John Burgess . . . . .	B. A., Queen's . . . . .	Math., Science . . . . .	1885	1,600
	Paterson, Andrew . . . . .	M. A., Trin . . . . .	. . . . .	1874	1,200
	Crawford, John Thomas . . . . .	B. A., Tor . . . . .	Math . . . . .	1889	1,400
Ingersoll . . . . .	Logan, William McGregor . . . . .	M. A., Tor . . . . .	Class . . . . .	1892	1,400
	Hogarth, Eber Septimus . . . . .	B. A., Tor . . . . .	Eng., Hist., Fr., Ger . . . . .	1892	1,400
	MacPherson, Fred'ck Fotheringham . . . . .	B. A., Tor . . . . .	Eng., Hist., Fr., Ger . . . . .	1894	1,400
	Gill, James . . . . .	B. A., B. Pæd., Tor . . . . .	Math . . . . .	1892	1,200
	Morgan, Sydney Albert . . . . .	B. A., D. Pæd., Tor . . . . .	Class . . . . .	1891	1,200
	Simpson, Benjamin L. . . . . (Interim)	M. A., Queen's . . . . .	Math . . . . .	1905	800
	Loughead, William James . . . . .	M. A., Tor . . . . .	Math . . . . .	1904	900
	Johnston, George Lang . . . . .	B. A., Queen's . . . . .	Commercial . . . . .	1888	900
	McArthur, Edith Mary . . . . .	B. A., Queen's . . . . .	. . . . .	1901	600
	Taylor, Mabel Annie . . . . .	B. A. Queen's . . . . .	. . . . .	1904	600
	Kraft, Ernestine Lisette . . . . . (Interim)	. . . . .	. . . . .	1904	500
	Davidson, Margaret Cheyne . . . . .	. . . . .	. . . . .	1876	400
	Syme, John James . . . . .	. . . . .	(Drill Instructor) . . . . .	1905	650
	Macpherson, Mary Constance . . . . .	B. A., Queen's . . . . .	(Domestic Science Instructor) . . . . .	1902	750
	*Bailey, William . . . . .	. . . . .	(Manual Training Instructor) . . . . .	1903	1,000

Ingersoll . . . . .

Briden, William . . . . .

Macdonald, George Leslie . . . . .

Cameron, John Shaw . . . . .

B. A., Queen's . . . . .

B. A., Tor . . . . .

Class, Eng . . . . .

Eng, Hist., Fr., Ger . . . . .

Math . . . . .

1886

1895

1898

1,300

1,000

1,000



Kingston.	Pearson, Alexander .....	B. A., Tor .....	Sci.....	1905	1,000
	Hatch, Salem B.....	B. A., Tor.....	Commercial.....	1904	900
	Lucas, Gavin Allan .....	B. A., Tor.....	Commercial.....	1904	900
	Ellis, William Stewart .....	B. A., B. Sc. Vic.....	Math., Sci.....	1893	1,800
Lindsay	Sliter, Ernest Oscar .....	M. A., Tor .....	Class.....	1888	1,250
	Dales, John Nelson .....	M. A., Tor .....	Eng., Hist., Fr., Ger.....	1889	1,250
	Sills, William Ryerson .....	M. A., Queen's.....	Math.....	1897	1,250
	Kemp, William .....	M. A., Queen's.....	Mods. and Hist.....	1905	1,050
	Dickey, Mary Ada .....	B. A., Tor .....	Mods. and Hist.....	1905	800
	Staples, Louis Edgar .....	M. A., Queen's.....	Sci.....	1902	900
	Elliott, Thomas W.....	B. A., Tor .....	Sci.....	1906	800
	Ramsay, James T.....	B. A., Tor .....	Com.....	1906	1,000
	Fraser, James William .....	B. A., Tor .....	Com.....	1904	750
	Bale, George Sydney .....	B. A., Tor .....	Eng., Hist., Fr., Ger.....	1906	1,000
	Chown, Hattie Louise .....	B. A., Tor .....	Eng., Hist., Fr., Ger.....	1905	750
	Hatch, Augustus F.....	B. A., Bowdoin .....	(Manual Training Instructor).....	1903	1,000
	Harstone, John C.....	B. A., Tor .....	Math.....	1886	1,600
	Cornish, George Augustine .....	B. A., Tor .....	Sci.....	1903	1,100
	Rosevear, Howard Stanley .....	B. A., Tor, M. A., Harvard .....	Sci.....	1903	1,100
	Colling James.....	B. A., Tor .....	Class.....	1894	1,200
	Walks, Robert H.....	B. A., Tor .....	Class.....	1904	1,050
	Willson, Alice M.....	B. A., Tor .....	Eng., Hist.....	1904	1,000
London	McNab, Elizabeth M.....	M. A., Queen's.....	Fr., Ger.....	1904	800
	Radcliffe, Samuel John .....	B. A., Tor .....	Eng., Hist., Fr., Ger.....	1891	2,000
	Little, Robert A.....	B. A., Tor .....	Class.....	1886	1,500
	Ferguson, William Chalmers .....	B. A., Tor .....	Eng., Hist., Fr., Ger.....	1892	1,425
	McCool, John .....	M. A., Tor .....	Eng., Hist., Fr., Ger.....	1897	1,250
	Keith, Arthur W.....	B. A., Tor .....	Sci.....	1905	1,125
	Govenlock, William M.....	B. A., Tor .....	Math.....	1898	1,225
	Wilson, Nicholas.....	B. A., Tor .....	Math.....	1866	1,050
	Andrus, Guy A.....	B. A., Tor .....	Eng., Hist.....	1888	1,225
	McVicar, Archibald .....	B. A., Tor .....	Eng., Hist.....	1903	1,225
	Riddell, Frank P.....	B. A., Tor .....	Class.....	1898	1,125
	Jones, Samuel S.....	B. A., Tor .....	Class.....	1902	1,075
	Dickenson, James Arthur .....	B. A., Tor .....	Commercial.....	1895	1,150
	McCutcheon, Fred'ck Wm. Caswell .....	B. A., Tor .....	Fr., Ger. (Interim) Math., Eng., Hist.....	1900	1,125
	Downing, John Henry .....	M. A., Tor .....	Fr., Ger. (Interim) Math., Eng., Hist.....	1900	1,050
	Stuart, Frederick Alfred .....	B. A., Tor .....	Sci.....	1903	1,225
	Mooney, Wm. H. Thomas. (Interim) .....	B. A., Tor .....	Class.....	1903	1,125
	Gray, Neil Roy.....	B. A., Tor .....	Mods. and Hist.....	1904	1,125
			(Interim).....		

\* Part time teacher.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—*Continued.*

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
London.— <i>Continued</i> .....	Kelso, Alice C.....	B.A., Tor.....	Mods. and Hist..... (Interim)	1897	875
	McDonald, Jessie E. O.....		(Art Instructor).....	1904	825
	Davidson, S. Kelso.....		(Drill Instructor).....	1877	650
	Gregory, William.....		(Domestic Science Instructor).....	1902	700
	McIntosh, Christine.....		(Manual Training Instructor).....	1902	400
	*Pickles, Sugden.....			1905	150
Morrisburg.....	Jameson, James Shvth.....	M.A., Vic.....	Eng., Hist.....	1882	1,300
	Massey, Arthur Wallace.....	B.A., Vic.....	Eng., Hist., Math.....	1892	1,000
	Saunders, William John.....	M.A., Queen's.....	Sci.....	1903	950
	Cooke, John Alexander.....	B.A., Queen's.....	Class.....	1904	950
	Davy, Robert Nelson..... (Interim)	B.A., Tor.....		1905	825
	Houston, Jessie.....	B.A., Tor.....	Mods. and Hist.....	1905	800
Napanee.....	Flach, Ulysses J.....	M.A., Tor.....	Math.....	1900	1,400
	Reid, Marvin Ryckman.....	M.A., Queen's.....	Sci.....	1900	1,100
	Croskery, Robert Arthur.....	B.A., Queen's.....	Class.....	1903	1,000
	Henry, Edith May.....	B.A., Tor.....	Mods. and Hist.....	1904	800
	Nichol, Margaret A.....			1892	600
	Smith, Margaret.....		Com. (Interim).....	1892	600
Niagara Falls.....	Dickson, James D.....	B.A., Tor.....	Math.....	1893	1,500
	Walker, David McKenzie.....		Com.....	1893	1,100
	Fleming, Ethel Katharine.....	B.A., Tor.....	Mods. and Hist.....	1900	1,000
	Will, George Edwin.....	B.A., Tor.....	Class.....	1901	1,100
	Voaden, John.....	M.A., Queen's.....	Sci.....	1903	1,100
	Dobbie, Mary I..... (Interim)			1900	6'0
Orillia.....	Dickson, John Elder.....	B.A., Tor.....	Class, Eng.....	1899	1,500
	Doidge, Thomas Clarke.....	B.A., Tor.....	Math., Com.....	1899	1,100
	Madill, Alonzo James.....	B.A., McMaster.....	Sci.....	1905	900
	Miller, Nannie M. A.....		Com. (Interim) Eng Hist.....	1905	850
	Elliott, Robert Leopold.....			1901	800
	Grant, Christine Cameron.....	B.A., Tor.....	Mods. and Hist.....	1903	800
Ottawa.....	McDougall, Alexander Hiram.....	B.A., Tor.....	Math.....	1899	2,000

Owen Sound.....	Macmillan, John.....	B.A., Tor.....	Eng., Hist.....	1864
	Marty, Aletta Elsie.....	M.A., Queen's.....	Fr., Ger.....	1903
	Sykes, William John.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1894
	Stothers, Robert.....	B.A., Queen's.....	Math.....	1887
	Norris, Isaac Taylor.....	B.A., Queen's.....	Sci.....	1898
	Campbell, Daniel Alexander.....	B.A., Tor.....	Mod. and Hist.....	1896
	Scott, Bessie Mabel.....	M.A., Tor.....	Com.....	1892
	Armstrong, William Gilnochie.....	Simpson, Robert S.....	Math.....	1900
	Hedley, James Walter.....	M.A., Tor.....	Class.....	1902
	Hardie, William.....	B.A., Tor.....	Math.....	1904
Perth.....	Nelson, John.....	B.A., Queen's.....	Eng., Hist.....	1905
	Meiklejohn, Allan James.....	B.A., Queen's.....	Eng., Hist.....	1906
	Smeaton, William.....	B.A., Tor.....	Sci.....	1900
	Ewing, William Campbell.....	M.A., Queen's.....	Sci.....	1905
	Tomkins, Elizabeth Augusta.....		(Drill Instructor).....	1901
	*Chitty, Louis M.....			1904
	Murray, Thomas.....	B.A., Tor.....	Math.....	1897
	Packham, James Henry.....	B.A., Vic.....	Math., Commercial.....	1884
	Whyte, David.....	B.A., Tor.....	Sci.....	1902
	McKellar, Herbert S.....	B.A., Tor.....	Fr., Ger.....	1898
Peterborough.....	Howard, Edwy. S.....	B.A., Vic.....	Eng., Hist.....	1902
	Brown, Lyman.....	B.A., Tor.....	Class.....	1903
	VanEvery, John F.....	M.A., Tor.....	Eng., Hist., Fr., Ger.....	1903
	Shields, Alired J.....	B.A., Tor.....		1903
	Dowkes, William J..... (Interim)			1903
	McKim, William Andrew.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1900
	Edniston, James Alfred.....			1893
	Preston, Thomas.....	B.A., Tor.....	Sci.....	1903
	Davidson, John H.....	M.A., B.Pæd., Tor.....	Math.....	1906
	Fergusson, George Arthur.....	B.A., Tor.....	Class (Interim).....	1905
Renfrew.....	Fessenden, Cortez.....	M.A., Tor.....	Math.....	1890
	Fife, James A.....	B.A., Tor.....	Math., Sci.....	1887
	Jeffries, John.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1890
	Kenner, Henry R. H.....	B.A., Tor.....	Class.....	1893
	Sligley, Edgar Cooper.....		Commercial.....	1902
	Hodgson, Joseph Emerson.....	B.A., Tor.....	Sci. (Interim).....	1905
	Weir, Annie.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1904
	McDowell, Charles.....	B.A., Queen's.....	Math.....	1879
	Berlanquet, Hugh S..... (Interim)	B.A., Queen's.....	Class.....	1904

\* Part time teacher.



IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Renfrew.— <i>Continued</i> .....	Smith, Arthur.....	B.A., Tor.....	Sci.....	1904	\$ 850
	Bennett, Maud.....	B.A., Tor.....	Mods. and Hist.....	1902	700
	Reesor, Lillian M.....	.....	Commercial.....	1904	750
	Corrigan, Eugene.....	..... (Interim)	(Mannual Training Instructor).....	1905	800
	Johnston, Margaret J.....	.....	(Domestic Science Instructor).....	1902	500
Ridgetown.....	Little, John George.....	B.A., Tor.....	Math.....	1889	1,300
	Reid, Robert.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1895	1,000
	Henderson, Jas. VanWyck (Int'm)	B.A., Tor.....	Class.....	1903	850
	McLaurin, Kate.....	B.A., McMaster.....	Sci.....	1905	800
	White, Kate Elizabeth .. (Interim)	.....	Commercial.....	1905	600
St. Catharines.....	Henderson, John.....	M.A., Tor.....	Class, Eng., Hist.....	1872	1,600
	Robertson, William, John.....	B.A., Tor, LL.B., Vic.....	Math.....	1874	1,200
	Giffin, James A.....	B.A., LL.B., Tor.....	Sci.....	1892	1,100
	Cloney, Sara Louisa.....	M.A., Queen's.....	Eng., Hist., Fr., Ger.....	1896	1,000
	Buchanan, John A..... (Interim)	.....	Commercial.....	1905	1,000
St. Mary's.....	Stevenson, William John.....	.....	.....	1892	750
	Caverhill, Arthur E.....	.....	.....	1894	750
	Martin, Stephen.....	B.A., Tor.....	Math.....	1886	1,350
	Ross, Alexander Herbert Douglas.....	M.A., Queen's.....	Sci., Math.....	1906	1,050
	Wilkinson, James Egerton (Interim)	.....	Commercial.....	1904	800
St. Thomas.....	Conlin, Evelyn Elizabeth.....	B.A., Tor.....	Mods. and Hist.....	1904	800
	Logan, Charles John.....	B.A., Trin.....	Class.....	1906	1,000
	Quance, Noah.....	B.A., Tor.....	Class.....	1891	1,650
	Stevenson, Orlando, John.....	M.A., D. Ped., Tor.....	Eng., Hist., Fr., Ger.....	1897	1,200
	Voaden, Arthur.....	.....	Commercial.....	1903	1,200
St. Thomas.....	McGee, Cyril Houghton.....	B.A., Trin.....	Math.....	1902	1,200
	Pettit, Louis John..... (Interim)	B.A., Queen's.....	Eng. and Hist.....	1905	850
	Webster, Charles Samuel.....	B.A., Tor.....	.....	1902	800
	Cook, Margaret.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1903	1,200
	Walker, Arthur J.....	M.A., Queen's.....	Sci.....	1903	800
St. Thomas.....	Thompson, Peter McK.....	.....	.....	1905	1,000

Sarnia	Crassweller, Christopher L.	B.A., Tor	Math.	1902	1,450
	Grant, David M.	B.A., Tor	Class	1885	1,350
	Burnham, Archibald Mowbray	B.A., Tor	Eng, Hist., Fr., Ger.	1904	1,000
	Dent, William Arthur	B.A., Tor	Sci	1904	1,000
	Fleming, Ethel May	B.A., Tor	Fr., Ger. (Interim), Eng. Hist.	1902	1,000
	Bridgman, Clara Mary	B.A., Tor	Commercial (Interim)	1902	800
	Colquhoun, Thomas Alvin (Int)	B.A., Tor		1904	750
Seaforth	Rogers, George F.	B.A., Vic	Sci	1900	1,275
	Kirkwood, Florence Ethel	B.A., Tor	Class	1901	950
	Brown, Henry William	B.A., Tor	Eng, Hist., Fr., Ger.	1901	950
	Colling, George Featherstone	B.A., Tor	Math	1901	950
	Doherty, Mabel		Commercial	1905	700
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor	Class	1890	1,650
	Robertson, Hugh S.	B.A., Tor	Math.	1900	1,200
	Lennox, Thomas H	B.A., Tor	Sci	1900	1,100
	Stevenson, Andrew	B.A., Tor	Eng, Hist.	1901	1,100
	Malcolm, George	B.A., Queen's		1890	1,000
	Marty, Sophie E.	M.A., Queen's	Eng, Hist., Fr., Ger.	1900	1,100
	Robertson, George D.	B.A., Queen's	Commercial	1902	1,000
	Delmage, Emelyn Euphemia	B.A., McMaster	Math	1905	800
	Adams, W. A.		(Manual Training Instructor)	1901	950
	Lewis, Esther		(Domestic Science Instructor)	1903	500
Strathroy	Wetherell, James Elgin	B.A., Tor	Class, Eng, Hist.	1884	1,500
	Auld, Charles	B.A., Tor	Math.	1900	1,050
	Conn, Henry	B.A., Tor	Sci	1900	1,000
	Kent, Eleanor		Commercial	1899	800
	Sealey, Ethel May	B.A., Tor	Mods. and Hist.	1904	850
Toronto (Harbord St.)	Spotton, Henry Byron	M.A., Tor	Class, Sci	1891	3,000
	Hagarty, Edward William	B.A., Tor	Class.	1891	2,000
	Balmer, Eliza May	B.A., Tor	Eng, Hist., Fr., Ger.	1891	2,000
	Lawler, Gertrude	M.A., Tor	Eng, Hist., Fr., Ger., Math.	1891	2,000
	Smyth, Thomas Henry	M.A., B.Sc., Tor	Sci	1891	2,000
	Cox, John Leone	B.A., Tor	Math.	1892	2,000
	Fortier, Charles	B.A., Tor	Eng, Hist., Fr., Ger.	1892	1,600
	Kennedy, Lyman Aaron	M.A., Vic		1892	1,600
	Strath, Robert Smith	B.A., Tor	Math.	1893	1,600
	Clark, Luther J.	B.A., Queen's		1896	1,500
	Carstairs, John Stewart	B.A., Tor	Eng, Hist.	1899	1,400
	Horton, Charles W	B.A., Queen's	Eng, Hist.	1904	1,050
	Moore, John Rosington	M.A., Queen's	Sci	1904	1,050
	Fletcher, William Hugh	M.A., Queen's	Sci, Com.	1905	1,050

## IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906—Continued.

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Toronto (Harbord St.)— <i>Con.</i>	Irwin, Herbert W. .... Patterson, William John. ....	B.A., Tor. .... M.A., Queen's. ....	Mods. and Hist. .... Math. ....	1905 1905	\$ 1,050 1,050
Toronto (Jameson Ave.).	Embree, Luther Edmund .... Smith, Gilbert Acheson .... Hillock, Julia S. .... Birchard, Isaac J. .... Crawford, Henry J. .... Millar, James. .... Spence, Nellie. .... Sinclair, John. .... Watson, Erwin H. A. .... Cosens, Absalom. .... Reid, Thomas Emerson. (Interim)	M.A., Tor. .... B.A., Tor. .... B.A., Tor. .... M.A., Tor. .... B.A., Tor. .... B.A., Tor. .... B.A., Tor. .... B.A., Tor. .... M.A., Tor. .... B.A., Tor. ....	Class., Eng., Hist., Fr. Ger. .... Sci. .... Fr., Ger. .... Math. .... Class. .... Class. .... Class, Eng., Hist. .... Mods. and Hist. .... Sci. .... Math. ....	1888 1889 1890 1893 1894 1888 1889 1898 1904 1904 1905	3,000 2,000 1,700 2,000 2,000 2,000 1,900 1,450 1,100 1,100 1,000
Toronto (Jarvis St.) ....	Manley, Frederick Fitzpayne .... Chase, George A. .... Gray, Robert Alexander. .... Shaw, George Edmund. .... Michell, William C. .... Gundy, Henry Wentworth. .... Lehmann, Carl. .... Thomas, Janie. .... Wightman, Robert. .... Clark, Fred Hall. .... Ivey, Thomas Jayne. .... Keilor, James. ....	M.A., Tor. .... M.A., Tor. .... B.A., Tor. .... B.A., Tor. .... B.A., Tor. .... B.A., Tor. .... B.A., Tor. .... M.A., Tor. .... B.A., Tor. .... B.A., Tor. .... M.A., Tor. .... B.A., Queen's	Math. .... Eng., Hist., Fr., Ger. .... Math. .... Eng., Hist., Fr., Ger. .... Class. .... Class. .... Sci. .... Eng., Hist. .... Math. .... Eng., Hist., Fr., Ger. .... Sci. .... Eng., Hist. ....	1875 1889 1900 1876 1897 1900 1898 1882 1903 1904 1904 1905	2,900 2,000 1,650 2,000 1,650 1,400 1,650 1,550 1,150 1,200 1,100 1,050
Toronto Junction. ....	Colbeck, Franklin Charles. .... Gourlay, Richard. .... Charles, Henrietta. .... Johnston, Frederick James. .... Barnes, Charles Lancelot (Interim) McLellan, Catharine. ... (Interim) Evans, William Arthur. (Interim)	B.A., Vic. .... B.A., Tor. .... B.A., Tor. .... M.A., Tor. .... B.A., Tor. ....	Class., Eng., Hist. .... Class., Math. .... Eng., Hist., Fr., Ger. .... Sci. .... Class. .... Commercial	1894 1893 1900 1904 1902 1903 1904	1,900 1,500 1,200 1,100 900 850 800



Vankleek Hill	Jamieson, Thomas Biggs, Edmund M. McLean Robert Alexander (Interim) Trenaman, Mabel Natalie Mimaker, Mary E. .... (Interim)	B. A., Vic. B. A., Tor. B. A., Queen's B. A., Tor.	Math. Sci. Class Mods. and Hist. Commercial	1889 1905 1905 1905 1905	1,100 900 800 600 500
Whitby	Hogarth, George Henry Denyes, James Malcolm Pringle, E. Gertrude. .... (Interim) Scratch, Linnie May	B. A., Tor. B. A., Queen's B. A., Tor.	Math. Fr., Ger. Class Sci., Commercial	1900 1903 1906 1905	1,150 850 800 950
Windsor	Gavin, Frederick Pearce Bell, Frederick Henry Messmore, Joseph Franklin Neilson, James Taylor, John Gladstone Marshall, John Wells Brunt, Robert Anthony Butterworth, Isabella S. (Interim)	B. A., Queen's B. A., Tor. B. A., Tor. B. A., Tor. B. A., Queen's B. A., Tor. B. A., Tor.	Sci. Eng., Hist., Fr., Ger. Class Commercial Math. Class Sci. (Interim) Fr., Ger.	1892 1898 1899 1898 1903 1903 1905 1905	1,600 1,200 1,100 1,100 1,100 1,100 1,100 750
Woodstock	Levan, Isaac Master Kerr, Charles Staples Cole, James McLarty Overholt, Arthur Milton Elmslie, Wallace Edward, Frankland Ward (Interim) Miller, Eva Matilda. .... (Interim) Mercer, John S.	B. A., Tor. B. A., Tor. M. A., McMaster B. A., Tor. B. A., Queen's	Class, Eng., Hist., Fr., Ger. Eng., Hist. (Interim), Class Sci. Math. Mods. and Hist. Commercial Mods. and Hist. (Manual Training)	1898 1889 1898 1904 1904 1905 1903 1905	1,500 1,100 1,100 1,100 900 750 650 900
High Schools.	MacKay, Donald Lawlor, Richard G. .... (Interim) Flath, Emma S.	M. A., Tor B. A., Queen's B. A., Queen's	Class Mods., Hist. (Interim)	1895 1904 1903	1,250 850 800
Alexandria	Treleavan, John Wesley McPhail, Alexander C. Thompson, Margaret Jane Schell, Arthur William. .... (Interim)	B. A., Tor. B. A., Queen's B. A., Queen's	Class Fr., Ger. (Interim), Eng., Hist.	1902 1899 1895 1905	1,100 800 800 700
Almonte	Mabee, George Elliott Hobbs, Thomas Baird, Mabel Margaret J. (Interim) Davidson, Edna. .... (Interim)	B. A., Tor. B. A., Tor. B. A., Tor.	Fr., Ger. Math. Mods. and Hist.	1905 1904 1905	1,100 750 750 600
Arnprior					

## IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Arthur .....	Snider, Egerton E. .... Trench, Wycliffe A. .... (Interim) Cummer, Elvina May. .... (Interim)	B. A., Vic. .... B. A., Tor. ....	Math. ....	1896 1905 1905	1,200 800 450
Athens .....	Massey, Norman Levi. .... Bishop, Charles Peter. .... Dowsley, William Clinton. .... Williams, Albert. .... (Interim)	B. A., Vic. .... B. A., Queen's. .... M. A., Queen's. ....	Math. .... Commercial (Interim) Class., Hist., Eng.	1898 1895 1899 1905	1,100 900 900 700
Aurora .....	Mulloy, Charles Wesley. .... Rice, John. .... McBride, Sarah Mabel. ....	B. A., Tor. ....	Class. ....	1896 1895 1902	1,000 650 525
Beamsville .....	Myer, Albert Nicholas. .... Jenkins, Myrtle McLanney (Interim)	M. A., Trin. ....	Math. ....	1898 1905	900 500
Belleville .....	Milburn, Edward Fairfax. .... Knight, William W. .... Clarke, Henry Jellyman. .... McKae, Jessie Carrie. .... Whitely, Lester Robert. ....	M. A., Trin. .... B. A., Queen's. .... B. A., Queen's. .... B. A., Tor. ....	Math. .... Sci. .... Mods. and Hist. ....	1893 1892 1889 1905	1,200 1,000 1,000 625 1,000
Bowmanville .....	*Alin, Elizabeth A. .... Frost, Francis Henry. .... Thompson, John Fletcher Carpenter, Wm. Grant. .... (Interim)	M. A., Tor. .... B. A., Tor. .... M. A., Tor. .... B. A., McMaster. ....	Fr., Ger. .... Math. .... Class. .... Sci. ....	1902 1896 1904 1905	900 1,000 1,000 900
Bradford .....	Carefoot, George Andrew. .... Dickson, Jean Gibson. .... (Interim) Nelson, Albert E. .... (Interim)	B. A., Queen's. .... B. A., Tor. ....	Sci. ....	1905 1905 1905	1,000 500 700
Brampton .....	Fenton, William J. .... Galbraith, William John. .... Shields, Alexander M. .... Hainan, Lemen R. .... (Interim) Liebner, Ernest Oscar. ....	B. A., Tor. .... B. A., Trin. .... B. A., Tor. .... M. A., Trin. .... B. A., Queen's. ....	Class. .... Fr., Ger. .... Eng., Hist. .... Math. .... Sci. ....	1895 1887 1902 1905 1905	1,300 900 900 900 1,000

Brighton.....	Newman, George Edmund. Burke, Alexander.....	B. A., Queen's.....	Fr., Ger. (Interim), Eng., Hist.....	1896 1895	1,000 750
Caledonia.....	Seaton, Edward T..... McGarvin, Michael Jas. (Interim) Ramsay, Charles..... (Interim) Campbell, Estella Kate.. (Interim)	B. A., Queen's..... B. A., Tor.....	Math..... Mods, Hist.....	1901 1905 1906 1906	1,000 800 800 400
Campbellford.....	Hume, John Patterson..... Boyes, Robert..... Henstridge, Elizabeth..... McGuirl, Thomas H. (Interim)	B. A., Queen's..... M. A., Queen's..... B. A., Queen's.....	Sci..... Math..... Eng, Hist., Fr., Ger..... Commercial.....	1896 1895 1904 1904	1,100 900 800 800
Carleton Place.....	Rand, Wilfrid Erle..... McDonald, Neil..... McDonald, John Ford..... Tapscott, Cora Ida.....	B. A., Tor..... M. A., Queen's..... B. A., Tor.....	Math..... Class.....	1902 1890 1901 1905	1,100 800 900 750
Cayuga.....	Skeele, James Eton..... Lick, Addie..... Robertson, John Nelson.....	B. A., Tor..... B. A., Tor..... B. A., Tor.....	Math.....	1897 1903 1906	1,000 700 650
Chesley.....	Luton, James T..... Longman, Edwin..... McManus, Emily.....	M. A., Tor..... M. A., Queen's.....	Class..... Math..... Eng, Hist.....	1905 1904 1901	1,100 850 600
Colborne.....	Bellamy, Wesley..... Keefe, Reuben Daniel.....	B. A., Vic..... B. A., Tor.....		1890 1903	1,000 750
Cornwall.....	MacLean, Allan Edmund..... Nugent, James..... Crewson, Joseph W..... Fetterly, Hiram B..... Birchard, Alexander Fraser..... Wegg, Charlotte Sophia.. (Interim)	B. A., Queen's..... B. A., Vic..... B. A., Queen's..... B. A., Tor.....	Fr., Ger..... Class..... Commercial..... (Interim)	1898 1884 1902 1904 1898 1906	1,250 1,000 950 800 600
Deseronto.....	Smellie, William K. T..... Whyte, Robert..... Sexsmith, William Newton (Interim)	B. A., Tor..... B. A., Tor..... B. A., Tor.....	Sci.....	1896 1896 1904	1,200 900 750
Dundas.....	Saunders, William Robert..... Webb, Charles W. (Interim) Armstrong, Mabel Gertrude.....	B. A., Queen's..... B. A., Tor..... B. A., Tor.....		1903 1906 1905	1,100 800 550
Dunnville.....	Witton, James Gayford.....	B. A., Tor.....	Math.....	1903	1,100

\* Acting Principal.



IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Dunnville.— <i>Continued.</i>					
	Bruels, Ira D .....	B. A., Queen's .....	Sci. ....	1905	1,000
	Asselstine, Robert Whiting .....	B. A., Queen's .....	Sci. ....	1905	900
	Cooke, Gertrude Agnes.. (Interim)	B. A., Queen's .....	Class .....	1904	750
Dutton .....	Taylor, John Andrew .....	B. A., Queen's .....	Sci. ....	1898	1,100
	Smith, John Charles... (Interim)	B. A., Queen's .....	Class .....	1905	600
	Wethey, Edmund James(Interim)	B. A., Trin .....	Class .....	1905	700
	Buchanan, Mabel Amonde(Interim)	B. A., Queen's .....	.....	1905	500
East Toronto .....	French, Fred. William .....	B. A., Tor .....	Class .....	1903	1,200
	Graham, Louis Hartley .....	M. A., Tor .....	Sci. ....	1903	850
	Ball, Kathleen H .....	.....	Fr., Ger .....	1905	700
Elora .....	MacMurchy, Norman .....	B. A., Tor .....	Sci. ....	1895	1,100
	Blyth, Sara .....	.....	.....	1905	600
	McQueen, Rose J .....	.....	.....	1904	550
Essex .....	Anglin, Robert W. ....	M. A., Queen's .....	Math .....	1902	1,200
	Teskey, Edith A .....	M. A., Tor .....	Class .....	1901	900
	Fortner, Theodore G... (Interim)	B. A., Tor .....	Mods .....	1905	550
	Forbes, William Brownie .....	.....	Sci .....	1905	900
Fergus .....	Freeman, John Alexander .....	B. A., Tor .....	Class .....	1903	1,100
	Odium, Eleanor Dora .....	B. A., Trin .....	Mods. and Hist .....	1903	500
	Campbell, Alexander .....	B. A., Tor .....	Math .....	1905	700
	Gordon, Mary M .....	.....	.....	1905	500
Forest .....	Barron, Robert Armour .....	B. A., Tor .....	Class, Eng, Hist., Fr., Ger .....	1905	900
	Sprung, Whitfield Lyman (Interim)	B. A., Tor .....	Math .....	1904	800
	McRae, Donella Maud.. (Interim)	B. A., Queen's .....	Mods. and Hist .....	1905	650
Fort William .....	Pilkey, Peter Joseph .....	B. A., Queen's .....	Math .....	1901	1,300
	Wood, Elmore Everton .....	B. A., McMaster .....	.....	1902	1,100
	Ogilvie, Alvin Irwin ... (Interim)	.....	.....	1905	700
Gananoque .....	Graham, Robert George .....	B. A., Vic .....	Math .....	1894	1,250

Georgetown.....	Galbraith, Thomas M.....	B. A., Queen's.....	Fr., Ger.....	1905 1905 1905	925 900 650
	Folk, Henry J.....	B. A., McMaster.....			
	Farmer, Alfred Samuel (Interim)				
	Countis, Richard David.....	B. A., Tor.....	Class.....	1897	1,100
	Hagan, James W..... (Interim)			1904	750
	Hutchison, Robert Alex. (Interim)	B. A., Queen's.....	Math.....	1905	750
	Mitchell, Jessie A.....	B. A., Tor.....		1906	600
Glencoe.....	Foncar, Walter.....	M. A., Tor.....	Eng., Hist., Fr., Ger.....	1905	950
	Fairchild, Austin H..... (Interim)	B. A., McMaster.....	Math.....	1905	800
	Cruikshank, Libbie..... (Interim)			1905	550
Gravenhurst.....	Keith, George Walter.....	B. A., Tor.....	Math.....	1904	1,100
	Filshie, Marion W..... (Interim)	B. A., Tor.....		1905	500
	Broughton, Clara Elizabeth (Inter)			1905	400
Grimsby.....	Harrison, Charles W.....	M. A., Vic.....		1894	900
	Strang, Rose Innis.....			1901	600
Hagersville.....	Elliott, Thomas Edward.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1905	1,000
	Wright, Robert.....			1896	715
	Kidd, Truman W..... (Interim)			1905	700
Harriston.....	MacLean, Godwin V.....	M. A., Tor. and Harvard.....	Math.....	1901	1,100
	Corkill, Edward J.....	B. A., Queen's.....	Sci.....	1902	850
	Graham, Ellen Marie..... (Interim)	B. A., Tor.....		1905	600
	May, Annie..... (Interim)	B. A., Tor.....	Class.....	1905	600
Hawkesbury.....	Clothier, James O.....	B. A., Queen's.....	Fr., Ger., (Interim).....	1902	1,000
	Higginson, Maria Adelaide.....			1897	600
	Youngson, Mary A..... (Interim)	B. A., Queen's.....		1904	600
Iroquois.....	Stanley, Thomas E. A.....	B. A., Tor.....	Math.....	1897	1,075
	Anderson, William George.....	B. A., Tor.....	Class.....	1901	900
	Rose, Marion H.....		Fr., Ger.....	1898	675
	McGuire, James F..... (Interim)	B. A., Queen's.....	Sci.....	1905	900
Kemptville.....	Sexton, James Henry.....	M. A., Queen's.....	Sci.....	1905	1,100
	Gundry, Helen Myrtle.....	B. A., Tor.....	Class.....	1905	750
	Bibby, Maria Victoria..... (Interim)	B. A., Tor.....	Mods. and Hist.....	1905	600
	Keegan, Joseph D..... (Interim)			1905	600
	Christie, Duncan McLaren.....		Math. (Interim).....	1906	800
Kenora.....	Roberts, Thomas Henry.....	B. A., Tor.....		1902	1,300

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906. — *Continued.*

High Schools	Names of Teachers	Degrees.	Specialists.	Date of appointment.	Salary.
Kenora. — <i>Continued.</i>	Wilson, W. Ashbury	B. A., Queen's		1903	1,150
	Fife, Mary Hannah	B. A., Tor.		1906	750
Kincardine	Perry, Samuel Walter	B. A., Vic.	Class	1890	1,300
	Courtice, Samuel James	B. A., Tor.	Math.	1903	1,000
	Grainger, Horace Alex.	B. A., Tor.	Sci.	1902	1,000
	Teskey, Kathleen	M. A., Queen's	Mods.	1905	700
Leamington	Elliott, John	B. A., Queen's	Eng., Hist., Math.	1896	1,100
	McCormack, Samuel G.	M. A., Queen's		1905	800
	Closs, Frank D.		Sci.	1905	750
	Norman, Ernest	B. A., Tor.		1906	900
Listowel	Nichol, William Wallace	B. A., Tor.	Math.	1898	1,075
	Ramsay, William	B. A., Queen's	Class.	1905	950
	Clayton, Adelaide Helena	B. A., Tor.	Eng., Hist., Fr., Ger.	1905	950
Lucan	Wren, John Stewart	B. A., Tor.	Math.	1903	1,000
	Anderson, Jessie Inglis	B. A., Tor.	Mods. and Hist.	1905	550
	Mara, Ida M.	B. A., Tor.		1903	550
	Tuke, William H.			1905	550
Madoc	Watson, Alexander H.	B. A., Tor.		1889	1,100
	Thackeray, Barton Earl	B. A., Tor.		1905	800
	Eby, Florence Mary	B. A., Tor.		1905	500
Markham	Reed, George Henry	M. A., B. Ped., Tor.	Class	1890	1,100
	Calvert, Joseph Fletcher	M. A., McMaster		1905	750
	Truscott, Samuel Alfred	M. A., Queen's	Math.	1906	700
	Mairs, Edith M.	M. A., Trin.		1902	600
	Thomson, Olive M.			1906	450
Meaford	Cornwell, John Leslie	B. A., Tor.	Math.	1900	1,300
	Dundas, Arthur A.	B. A., Tor.		1897	1,000
	Francis, Annie Buchan	B. A., Tor.	Mods. and Hist.	1904	800
	Baker, Albert Henry	B. A., McMaster	Sci.	1905	800



Midland.....	Simpson, Earnstein..... Glass, William Arthur..... Smith, Lillias Pearl..... (Interim)	B.A., Tor..... B.A., Tor..... B.A., Tor.....	Math. (Interim).....	1904 1904 1904	1,100 900 600
Mitchell.....	Morrow, John D..... Ward, Clara Annie..... Stephens, Robert H.....	B.A., Tor..... B.A., Tor.....	Class..... Mods. and Hist.....	1905 1905 1902	1,075 800 700
Mount Forest.....	Brethour, John Henry..... Armstrong, Frank G..... Clarke, George A..... (Interim)	B.A., Vic..... B.A., Tor.....	Class..... Math.....	1891 1904 1905	1,200 850 800
Newburgh.....	Nesbit, David Ashton..... Millar, Frederick Gourlay..... Hedley, William Powell (Interim)	B.A., Queen's..... B.A., Tor..... B.A., Tor.....	Eng..... Math.....	1893 1903 1904	1,100 700 700
Newcastle.....	Davidson, Hugh..... Grose, Annie R..... (Interim)	B.A., Tor.....	.....	1888 1905	900 450
Newmarket.....	Coombs, Albert Ernest..... Hollingshead, John Edwin..... Lawr, Waldon..... (Interim)	M.A., B. Pæd., Tor.....	Class.....	1899 1884 1906	1,100 800 750
Niagara.....	Wright, William Jonathan..... Anderson LillieCatharine(Interim)	M.A., Tor.....	Class.....	1904 1904	900 450
Niagara Falls South.....	Fitzgerald, Eliza S..... Spence, Augusta Grace. (Interim) Harvey, Martha A..... (Interim)	M.A., Queen's..... B.A., Tor.....	Class..... Mods. and Hist..... Math.....	1904 1905 1906	1,200 600 700
North Bay.....	McKinley, James Matthew..... Girdwood, Arthur Reg'd. (Interim) Barr, Jean..... McLeay, Maude..... (Interim)	B.A., Tor..... B.A., McMaster..... B.A., Queen's.....	Class..... Math.....	1904 1904 1903 1905	1,200 975 700 600
Norwood.....	Davidson, John..... Archer, Mary Alice..... Leighton, Clara Edna..... (Interim)	M.A., LL.B., Vic..... B.A., Tor.....	Class.....	1882 1904 1904	1,100 700 650
Oakville.....	Lillie, John Turner..... Workman, James George. (Interim) Pierce, Ada E..... (Interim)	B.A., Vic..... B.A., Tor..... B.A., Queen's.....	Class..... Math.....	1905 1905 1906	1,200 800 700
Omeme.....	Jardine, William Wilson..... Harvey, William Blakely.....	B.A., Tor.....	.....	1898 1903	850 700



Plantagenet.....	Finn, Joseph P. Gaboury, Valentine H. (Interim)	B. A., Queen's			1905 1905	1,000 850
Port Arthur.....	Howell, William B. L. McNab, George Gibbon. (Interim) Aitchison, Belle	B. A., Tor. M. A., Queen's	Class Math.		1904 1904 1903	1,200 1,000 700
Port Dover.....	Liddy, William R. Stewart, Etta Murray.	B. A., Tor. B. A., Tor.	Sci. Fr., Ger.		1897 1906	850 600
Port Elgin.....	Clark, Joseph Campbell. Innis, Alexander R. Ferguson, Elma Slater. (Interim)	B. A., Tor.	Class		1905 1892 1904	1,050 800 550
Port Hope.....	Kirkconnell, Thomas A. Stoddart, Robert. Morgan, John James. Mills, Martha Christine. Moir, Catharine Elizabeth.	B. A., Queen's. B. A., Tor. B. A., Queen's B. A., Queen's	Math. Class Sci. Fr., Ger.		1888 1905 1905 1904 1896	1,500 1,000 900 800 650
Port Perry.....	McBride, Dugald. Stone, George. Smith, Annie Maria. (Interim) Young, Albert. (Interim)	B. A., Vic.	Class, Math.		1871 1883 1904 1905	1,300 1,000 600 500
Port Rowan.....	Pugsley, Edmund. Shawcross, Marie Louise.	B. A., Vic.	Sci.		1896 1903	900 450
Prescott.....	Rose, Robert Charles. McPherson, Hattie Georgina. Cameron, Archibald Rose (Interim)	B. A., Tor. B. A., Queen's. B. A., Queen's	Math. Mods. and Hist. Class.		1896 1900 1904	1,100 600 700
Richmond Hill.....	Shaw, Robert. Andrews, Robert T. (Interim) Preston, Ethel Ada. (Interim)	B. A., Tor. and McMaster. B. A., Tor.	Math. Class.		1902 1904 1905	900 600 450
Rockland.....	Sidley, Henry Ragland. Sweeney, Agnes C. (Interim) Laroque, Miss V. A. (Permit)	B. A., Trin.	Class.		1905 1905 1906	1,000 500 500
Sault Ste. Marie.....	Race, Wilfred Ballentine. Rudlen, George William. Donaldson William.	B. A., Queen's. B. A., Tor. B. A., Tor.	Mods. and Hist. Math. Sci.	(Interim) (Interim)	1904 1904 1905	1,400 1,050 1,000
Simcoe.....	Christie, James Douglas.	B. A. Tor.	Eng., Hist., Fr., Ger.		1889	1,300



## IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Simcoe.—Continued.	Might, Lincoln.	M. A., Queen's	Sci.	1905	1,000
	Lingwood, Frederick H.	M. A. Trin., B. A., Lon., Eng.	Class.	1904	900
	Robertson, Alexander Morton	M. A. Queen's	Math.	1905	850
Smith's Falls.	Houston, John Arthur.	M. A., Trin.	Math.	1887	1,300
	Stubbs, Samuel John.	M. A., Tor.	Eng., Hist., Class.	1897	1,000
	Smith, Thomas Corlett	B. A., Queen's		1903	900
	Lunny, Rosemary.....(Interim)	B. A., McGill.		1904	550
	Treace, James.	B. A., Vic.	Class.	1898	950
Smithville.	Hill, Mary Alpena.			1902	500
Stirling.	Kennedy, George E.	B. A., Vic.	Sci.	1893	1,000
	Allen Mabel E.....(Interim)	B. A., Tor.		1905	550
	Grange, Helen Aldworth. (Interim)	B. A., Tor.		1904	550
	Cameron, Aldis W.	B. A., Tor.	Eng., Hist.	1898	900
Streetsville.	Waddell, Mary E. G.....(Permit)	M. A., Tor.		1906	700
	Beltry, Effie M.....(Interim)			1905	450
	Henry, Thomas McKee.	B. A., Tor.	Math.	1903	1,100
Sydenham.	Brown, Percy William.	B. A., Queen's	Sci.	1903	850
	Ewing, Florence May....(Interim)	B. A., Queen's		1904	500
	Bald, William Francis.	B. A., Tor., LL.B.	Class.	1898	1,200
Thorold.	Smith, Margaret Hübner.			1898	700
Tillsonburg.	Minns, James Edward.	B. A., Vic.	Sci. Math.	1904	1,100
	Kidd, Wm. Livingston....(Interim)			1905	750
	Hindson, Hilda Mary....(Interim)			1904	500
Toronto Technical.	Pakenham, William.	B. A., D.Pæd., Tor.	Eng., Hist., Fr., Ger.	*1901	2,600
	Elton, Robert H.	B. A., Queen's	Math., Com.	1904	2,000
	Baird, William.		Com.	1903	1,150
	Dandy, William P.	B. A., Tor.	Com.	1902	1,200
	Young, William D.	B. A., Tor.		1899	1,650

Wilson, William J. .... (Interim)	B. A., Tor.	1903	1,150
McBean, John W. ....	B. A., Tor.	1902	1,500
Kirkland, William S. ....	M. A., Queen's	1903	1,450
Warren, James M. ....	B. A., Tor.	1903	1,500
Rutherford, William H. ....	M. A., Tor.	1904	1,100
Rundle, John A. ....	B. A., Tor.	1904	1,100
Wood, Frank Herbert. .... (Interim)	B. A., Tor.	1905	1,050
MacPherson, Walter E. ....	B. A., Tor.	1904	1,100
Gillet, Cephas ....	B. A., Vic., Ph. D., Clark	1904	1,100
Tennant, Isabella Leathen. ....	B. A., Tor.	1904	1,100
Downey, Helen E. ....	B. A., Tor.	1904	1,100
Peake, Charles N. ....	B. A., Tor.	1898	1,050
† Barrett, A. Clarence. ....		1899	550
† Hahn, Gustav. ....		1902	1,000
† Banks, J. L. ....		1906	600
Davidson, Margaret Mary. ....		1902	1,100
Marshall, Isabel Currie. ....		1903	650
Macmillan, Margaret. ....		1903	600
† Maynard, Carmen M. ....	B. A., Tor.	1903	600
† Currie, C. J. ....			
† Barber, F. L. ....			
† Ronan, Gladys. ....			
† Delaporte, Miss M. ....			
† Edwards, Miss E. M. ....			
Ingall, Elmer Ellsworth. ....	B. A., Tor.	1895	1,100
Andrews, David. .... (Interim)	M. A., Queen's	1904	900
Pattee, Mrs. Ada. ....		1905	750
Skitch, Ernest Frederick. (Interim)		1905	650
Park, Henry George. ....	B. A., D. Ped., Tor.	1888	1,100
Hicks, Fred Montford. .... (Interim)		1905	650
Wilkie, Marion Florence. (Interim)	B. A., Tor.	1905	500
Wilson, Ethel May. .... (Interim)		1904	450
Bonis, Harry. ....	B. A., Tor.	1905	800
Patterson, Arnott Martin. (Interim)		1905	550
Morgan, Joseph. ....	M. A., Tor.	1881	1,200
Norris, James. ....	M. A., Queen's	1903	1,000
Day, Alfred Ernest. ....	M. A., Queen's	1901	900
Cheswright, Richard C. ....		1900	900
Trenton .....			
Uxbridge .....			
Vienna .....			
Walkerton .....			

\* Dates of appointment to the school, which became a High School in 1904.

† Part time teachers—Day and Evening School.

‡ Part time teachers—Evening School only.

## IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1906.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Wardville.	Carter, Eslie Goulding, Hannah Mitchell.	B.A., Tor.		1905 1902	800 425
Waterdown.	Perry, Peter Delmage, Edith Rachel. McConkey, Kath'ne M.R.	M.A., Trin. B.A., McMaster. B.A., Queen's.	Class. Math. Fr., Gr.	1902 1905 1905	950 600 550
Waterford.	Mills, John Hudson Cowan, Samuel George. Culver, Mabel Elida.	M.A., Queen's B.A., Queen's. B.A., McMaster.	Class.	1899 1905 1905	1,200 650 500
Watford.	Potter, Charles. McQueen, James M. Johnston, Agnes. McCaw, Hester Emma A.	B.A., Tor. B.A., Tor. (Interim) (Interim)	Math. Mods., Hist. (Interim)	1892 1904 1905 1906	1,050 800 475 450
Welland.	McQuaig, Herbert M. McNee, James. Fortner, Theodore G. McCallum, Kathleen.	B.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor.	Sci. Mods., Hist.	1891 1896 1906 1906	1,100 1,000 550 550
Weston.	Kennedy, Thomas Hubbard, Joseph J. Hawkins, Maud Mary.	M.A., Queen's B.A., Tor. B.A., Tor.	Math. Eng. Hist.	1902 1904 1904	950 625 600
Wiarton.	Baines, Archibald W. Jermyn, Percy Thomas. Keast, Walter.	M.A., Trin. M.A., Tor. B.A., Tor.	Eng., Hist. Math. (Interim)	1895 1900 1905	1,000 825 800
Williamstown.	McDonald, James. Witheril, Ebenezer Rufus. Shepherd, Martin Ward.	M.A., Queen's B.A., Queen's. B.A., Tor.	Eng Hist., (Interim) Class	1898 1895 1903	1,200 900 900

















